الجامعة الافتراضية السورية
SYRIAN VIRTUAL UNIVERSITY

Mass Media Language(1)

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ISSN: 2617-989X

Books & Refrences

مادة إعلامية باللغة الانكليزية (1)

الدكتورة **جلنار واكيم**

من منشورات الجامعة الافتراضية السورية

الجمهورية العربية السورية 2020

Mass Media Language (1)

Dr. **Jullanar Wakim**

Publications of the Syrian Virtual University (SVU)

Syrian Arab Republic, 2020

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MODULE ONE: UNDERSTANDING MASS MEDIA

Module Objectives:

In this module, you will learn to:

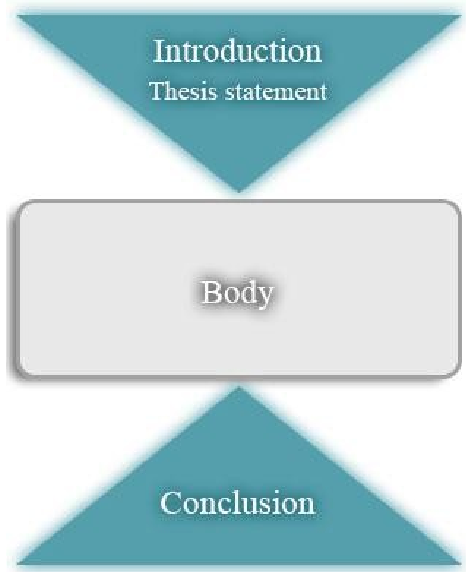
1. Identify the parts of an essay
2. Define mass media

3. Identify the categories of mass media
4. Recognize prominent inventors that contributed to mass media
5. Understand the purpose of mass media

Hello, welcome to Mass Media course in English. This is an interactive course which focuses on English in the field of Mass Media. Students will learn to identify relevant vocabulary, engage in reading comprehension, text analysis, short essay writing, reflect on YouTube videos, and practice conversation skills with peers. Before we begin, let us first understand the steps required for essay writing since we will be reacting to the course content in writing form.

What is an Essay?

An essay is a form of writing often written from the writer's point of view. No matter the type of essay, it always consists of an ***introduction, body,*** and ***conclusion***. The main idea of the essay is stated in the introduction in the form of a ***thesis statement***.



An Essay

Identifying the Parts of an Essay

As stated above, the main parts of an essay are the introduction, body, and conclusion. The introduction consists of some historical background information related to the topic, and a thesis statement indicating the main idea or ideas to be discussed. A thesis can be ***implicit*** or ***explicit***. Implicit means that the ideas are *implied* and not clearly stated. Explicit is when the ideas are clearly stated and it is obvious what will be specifically discussed in each body paragraph. For example, let us consider the following thesis statements on the impact of mass media.

Implicit thesis: There are many impacts of mass media.

Explicit thesis: The mass media has an impact on *society* and *culture*.

In the first example, we can see that the impacts of mass media are not specified and therefore, the author leaves it up to us to find it out in the body. However, in the second example, the impacts are being specified to society and culture. We hence expect to have two main paragraphs in the body discussing each of the two aforementioned ideas.

The body is not restricted to two main paragraphs, it depends on the ideas to be discussed where each idea will be developed in a separate paragraph. Each idea will be supported with ***evidence.*** Types of evidence can include: examples, facts, statistics, and testimonies.

Sometimes before an essay is written, a writing plan is required. This plan highlights the main aspects of the essay and focuses on the main points. An ***outline*** is a plan that serves as the skeleton of the essay and identifies its major parts.

Below is an outline for a standard essay:

ESSAY OUTLINE

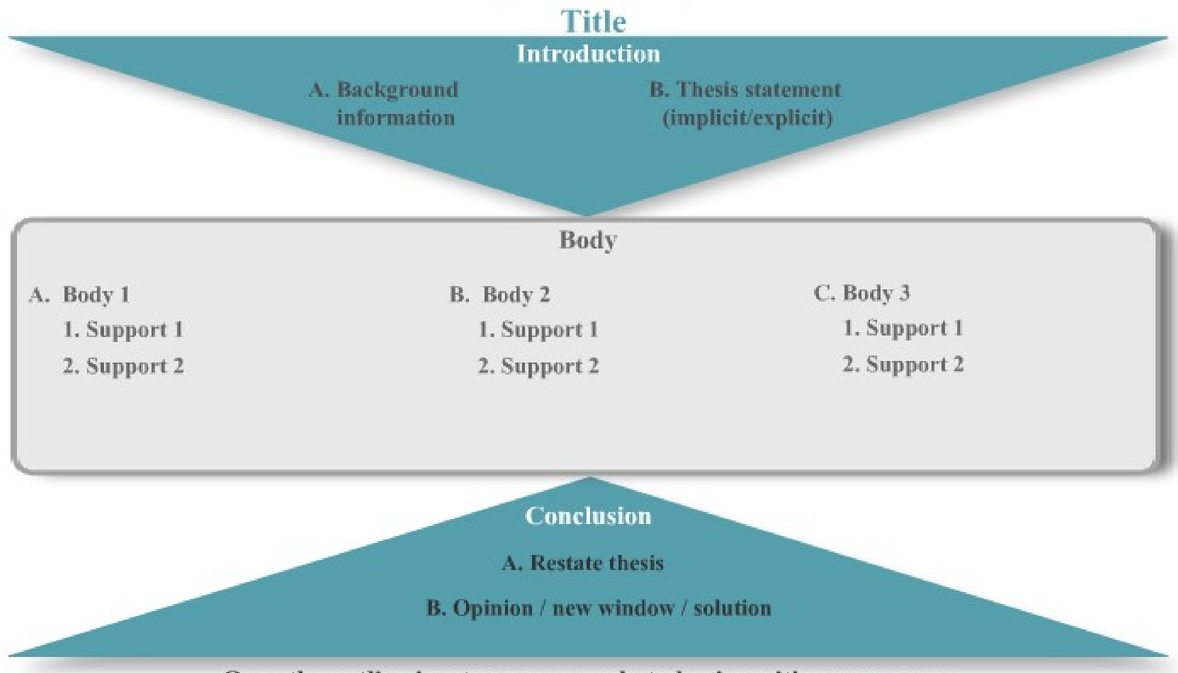
Title

I. Introduction
   A. Background information
   B. ***Thesis statement*** (implicit/explicit)

II. Body
   A. Body 1: ***Topic Sentence***
      1. Support 1
      2. Support 2
   B. Body 2: ***Topic Sentence***
      1. Support 1
      2. Support 2
   C. Body 3: ***Topic Sentence***
      1. Support 1
      2. Support 2

III. Conclusion
   A. Restate thesis
   B. Opinion/New window/Solution

ESSAY OUTLINE



Once the outline is set, you are ready to begin writing your essay

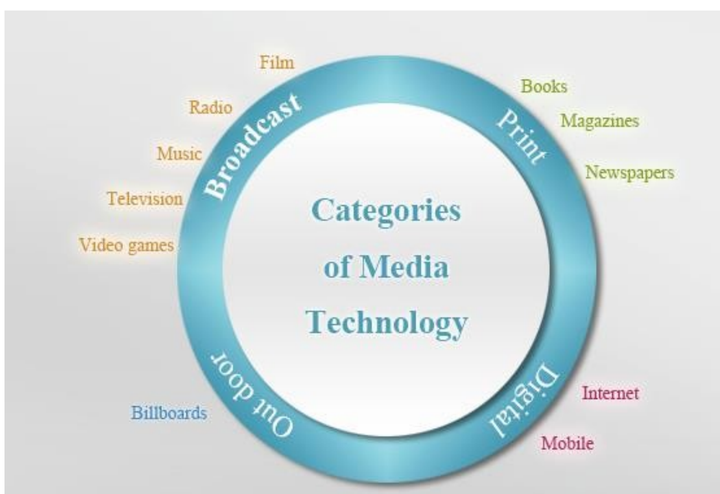
Quick Overview and Definition of Mass Media

Definition: Mainstream media or media technology targeted to reach a large audience through mass communication.



Categories of media technology:

1. Broadcast_ film, radio, video games, music, and television
2. Print_ books, newspapers, and magazines
3. Outdoor_ billboards
4. Digital_ internet and mobile



Purpose of Mass media:

1. Inform_ gives information such as through the news
2. Persuade_ convinces about a certain product such as in advertising
3. Entertain_ keeps us entertained such as in movies and films







Mass Media Job Titles:

Personnel Recruiter (responsible for staff recruitment in a company) Media Production

Assistant (organizes a television program production) Film/TV Director

Commentator (news anchor or someone who writes commentaries) Technical Writer

Columnist

Market Researcher

Editor

Screen/Script Writer (writes movies scripts) Disc

Jockey (DJ, music operator)

Camera Operator (cameraman) Sales

Representative

Radio/TV Newscaster

Journalist

Public Relations Specialist

Human Resource

Advertising

Photographer **Writer**

Mass Media Employers:

Television Stations Libraries

Museums Telecommunications

Firms Retail Stores

Hospitals Radio

Stations

Health Organizations

Public Relations Firms

Financial Institutions

Newspapers

Educational Organizations

Manufacturing Firms

Consulting Firms

Book Publishers

Magazines Advertising

Agencies

Private and Non-profit Organizations

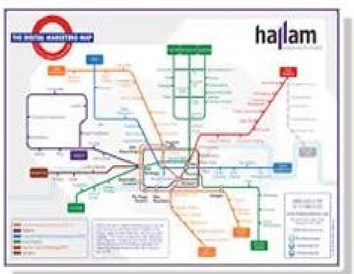
Government Organizations

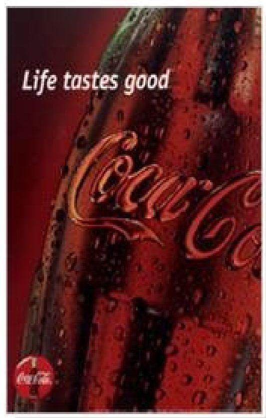
Prominent Mass Media Inventors:

1. ***Johannes Gutenberg*** *(German)*_ Invented the Printing Press in 1450
2. ***Charles Babbage*** *(English)*_ Invented the Computer in 1812
3. ***Guglielmo Marconi*** *(Italian)*_ Invented the Radio in 1895
4. ***John Logie Baird*** *(Scottish)*_ Invented the Television in 1926
5. ***Martin Cooper*** *(American)*_ Invented the Mobile Phone in 1973
6. ***Tim Berners-Lee*** *(English)*_ Invented the World Wide Web in 1989

REVISION EXERCISES

1. Identify the following mass media categories: political campaign, television sitcom, I pad, Samsung S series phone, a novel.
2. Look at the following advertisements and identify the purpose of mass media.









3. Of the mass media job titles listed above, imagine that you were applying for one of the positions and write a short paragraph of why you are a good candidate.

4. Choose three of the following mass media employers mentioned above and list two possible job positions for each.

5. Of the six important mass media inventors, choose one and write a short paragraph of why you believe that he is an important contributor to mass media.

6. Define the following: mainstream media, thesis statement, broadcast media, digital media, entertaining media, and advertising.

7. According to the following video, out of the six inventors, who triggered the age of mass media and communication?
   http://www.youtube.com/watch?v=wOGkRSaK_QU

8. Watch the following video and discuss with your peers three effects of the mass media.
   http://www.youtube.com/watch?v=qvgURfZMGoQ

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Facts About the Influence of Media on Young People

The media has long been tagged as one of the things that influence people the most. It is because when we talk of media it covers the radio, television, and print. There is also electronic media, which includes the use of computers and other latest gadgets. With all these technology available readily available to everybody, it cannot be denied that whatever people see and hear will have en effect on them. The influence of media on young people is another point of discussion.

The youth represents the majority of the population. Teenagers and young adults are part of this group. They represent the significant percentage of people who are self conscious of their image; hence they are the target audience of producers and advertisers. The influence can be good or bad, depending on how the individuals respond to the shows, movies, commercials, and other media products.

In terms of body image, the media bombards the young girls' minds with images of skinny models. This makes them feel that if they are a few pounds heavier than these images on the magazine then they are unacceptable to the society. As time passes, it has been observed that the girls who are becoming weight conscious gets younger and younger—for instance, about 80% of nine-year-olds are on diets and that the number of eating disorder cases has been rising.

Through the media, boys are getting obsessed with their body because they always see well-built men in magazines and television shows. Staying fit has never been an issue but there is an alarming increase in the number of people who adhere to obsessive weight training and use anabolic steroids and dietary supplements that promise these boys bugger muscles and more stamina for lifting.

With regard to sex, three out of four teenagers say that the television shows and movies make it seem normal for children their age to engage in sexual relations. The young teens regard the entertainment media as the number one source of information about sexuality and sexual health. Being open about sex and how they talk to their girlfriends or boyfriends about it is largely because of what they see and hear.

In terms of violence, one study shows that children are learning aggressive attitudes and behaviors because of watching shows and movies that depict such behavior. They develop a fear of being victimized by violence. What most of the programs they see and hear send the false notion that in every conflict there has to be a winner and a loser, thus making them believe that violence is a successful means of resolving conflicts.

Media violence can lead to aggressive behavior in children and this is supported by a research that states that when a child hits the age of 18, he must have seen about 200,000 acts of violence on television alone. Young children become desensitized to the real world

violence. They cannot easily tell the difference between real life and fantasy that the violent images they see on television and in the movies may seem real to them.

Parents can reduce the negative influence of media on young people by limiting and monitoring the programs the children watch. They should also teach the children the value of inner beauty, the value of self worth, and alternatives to violence.

Text retrieved from:

http://influence.bafree.net/facts-about-the-influence-of-media-on-young-people.php

Questions

1. Identify the thesis statement.
2. Identify the type/types of mass media being discussed.
3. Identify the types of support being used.
4. Mention two negative impacts of the media stated in the text.
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

References:

http://www.slideshare.net/ajitchouhan/careers-in-mass-media

http://www.ndsu.edu/pubweb/~rcollins/careersinmedia/

MODULE TWO: IMPACT OF MASS MEDIA (1)

Module Objectives:

In this module, you will learn to:

1. Understand the effects of media on teenagers through text analysis
2. Learn vocabulary words related to media and youth
3. Write a well developed essay on the effects of media on teenagers
4. Identify grammatical mistakes in quotes related to media and youth
5. React to pictures related to media and youth
6. Write analytical paragraphs by responding to videos related to media and youth

As seen so far, media is the most important communication tool. It is fast and reaches a large audience. However, media can also have an impact on the individual and on society as a whole. The impact of media can have positive or negative effects. Mass media can affect youth, culture, and society. In this module, we will be focusing on the impact of media on the youth.

Impact of Mass Media:

1. Youth_ Media can educate children and teenagers by teaching them what is morally acceptable or not, and it can also have a negative influence on beauty and body image.
2. Culture_ Media can shape culture by influencing our traditions, norms, and values.
3. Society_ Media can be very informative towards society, while it can also shape society through advertising and politics.



READING COMPREHENSION

Read the following article, and answer the corresponding questions.

The Influence of Mass Media on Teenagers

Since the beginning of the 21st century, the media industry has grown exponentially with the emergence of technology, right from the introduction of telegraph, newspaper, fax machine, television, DVD, emails, hand-phone, and now the Internet. Every expanding society requires a lot of advanced mass media to relay important information from one party to another by enhancing the flow of communication effectively.

Media technology and communication is essential in our day to day activities, playing major roles in our lives such as education, career advancement, traveling, personal relationship, health-care, entertainment, marketing of new products, and services. We have rendered much faith on those media tools which have kept us close to all the happenings around the world such as entertainment, educational activities, world- wide political affair, global news, foreign market activities, global threats such as intruding a new virus, complex disease, poverty, corruption, racism, terrorism, war and many more.

Mass media has been playing an essential role in connecting us with the rest of the world. It kept us from being ignorant, not knowing on stuffs which are happening or had happened on the other side of the globe. Media has been successful in keeping us closely updated with the world's hottest news everyday now, which we were not able to achieve 100 years ago.

Today, the media makes billions of dollars by advertising new products for big companies and corporations. We are largely exposed to these advertisements for it influences our buying decisions, by being more convinced and believe that products which we see on the newspaper and TV are better than others. There are huge influences of the media on today's teenagers, they tend to buy what they see on TV and what their favorite actress or actors are advertising for, they are also eagerly being in the foot-steps of the latest fashion trend based on what they have been imposed by the media.

There are both good and bad influences of the media towards our young generations of today. Although I have to admit that media is inevitably one of the greatest necessity in our lives today, some of the negative effects which it has brought to the society today are something which the local authority, parents as well as the academic institutions should not ignore any longer.

Let me share some of the negative effects of mass media on teenagers which have changed their conception and preference on:

1. The exposure of sex images and excessive portraits of violence in movies and dramas have instilled negative thoughts and taboos in the minds of these teenagers, for they have been consistently getting increased exposure to things which are not suitable for their age.

2. Thousands of advertisements on junk food, fast food, and soft-drink, are shown on TV and heard over the radio, have indirectly lead to the growth of obesity and anorexia in teenagers. This is one of the critical global problems of today which is threatening our next generations for being unhealthy and being exposed to many serious diseases and sicknesses such as diabetes, high blood pressure, heart problems, and anorexia.

3. Women are obsessive with losing weight even if they are not fat or obese. This is due to the influence of the media in portraying that successful women are always thin. Many teenagers, especially girls were greatly influenced with the slim figure of their favorite celebrity. As a result, some of these teenage fans were so deeply involved into the dieting and slimming concerns, which lead them to severe health issues and fatal death in serious situations.

When young teenagers are exposed to the images of violence, the personality of these young teens tend to become more aggressive and traumatic in their characteristics over the long run. At the same time, the emergence and exposure of video games with war images and weapons have brought serious issues to the society, the school and the young children themselves.

Text retrieved from:

http://www.veryinvolvedparents.com/the-influence-of-mass-media-on-teenagers/

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. Identify one positive influence of mass media being discussed.
3. Identify the types of support being used.
4. Mention two negative impacts of the media stated in the text.
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the previous article for your supporting evidence. In the essay, identify two positive or negative effects of the media on teenagers (you can also identify one positive and one negative effect). Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

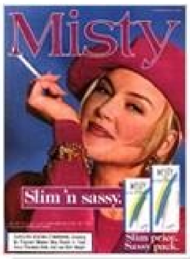
1. Read the following quotations on mass media and correct the ***italicized*** grammatical mistakes.

- "Our children may see from 800,000 to 1.5 million acts of violence and ***witnessed*** 192,000 to 360,000 murders on television by the time they are 17." (Baehr, p. 90)
- "A study by the Henry J. Kaiser Family Foundation ***reveal*** that the amount of sex on television ***had*** nearly doubled since 1998." (Baehr, p. 113)
- "There is one babysitter who is constantly ***abuse*** millions of our children: a television set. The same could be ***say*** about computers, iPods and other mass media of entertainment." (Baehr, p. 86)
- "There ***have*** been a weakening of faith, an abandonment of values and an eroding of civility in our culture." (Baehr, p. 20)
- "Unfortunately, many parents do not ***realized*** or they ***ignorant*** what is really going on in MySpace.com, a virtual everything-goes spring break for kids … According to the Center for Missing and Exploited Children, last year there ***was*** more than 2,600 cases of adults luring children via the Internet." (DeBrecht, p. 115)
- "The average child in the United States only ***get*** about 21 minutes per day of primary attention with their parents, but according to the Motion Picture Association, ***spended*** up to 10.25 hours per day with the Internet and TV." (Baehr, p. 87-88)
- "Hollywood is not a geographic place anymore, but an entertainment industry that ***reach*** the world. It is the United States of America's voice to people everywhere, especially the youth." (Baehr, p. 18)

2. Once, you corrected the errors in the seven quotes listed above, identify the type of media being discussed and state whether the impact is positive or negative.

PICTURE AND VIDEO ANALYSIS

1. Look at the following advertisements and identify the effect of media. Explain whether the impact is positive or negative.











2. According to the following video, write a short paragraph on how the media shapes the image of women and men. http://www.youtube.com/watch?v=GgUE4BeWM-g
3. Watch the following video and describe two positive effects of the mass media. http://www.youtube.com/watch?v=x55YzxPKVSw

SUMMARY:

In this module we discussed the effects of media on youth. The young generation is greatly affected by media through the music they listen, the papers they read, and the movies they watch.

MODULE THREE: IMPACT OF MASS MEDIA (2)

Module Objectives

In this module, you will learn to:

1. Understand the effects of media on culture through text analysis
2. Learn vocabulary words related to media and culture
3. Write a well developed essay on the roles that media plays on culture
4. Identify grammatical mistakes in quotes related to media culture
5. React to pictures related to media and its impact on culture
6. Write analytical paragraphs by responding to videos related to media and culture

As learned in module two, mass media has an impact on youth, culture and society. In this module, we will be focusing on media's impact on culture. First, it is important to understand the significance of culture in order to be able to identity media's effects on culture.

What is Media Culture?

According to the *Collins English Dictionary*, culture is the
"development or improvement of the mind by education or training" and
"the behaviors and beliefs characteristic of a particular social, ethnic, or age group…"

If this is true, then who is responsible for this mind "training" and who determines the beliefs of a particular group? Mass media of course, is one of the main factors affecting society.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Media and How it Affects Culture

Media Affecting Culture

How is culture affected by media? It's a trick question, really. We can analyze how media impacts culture, but since forms of media are abundant everywhere we turn, and media in some form or another has been around for thousands of years, it's impossible to analyze how the absence of media impacts culture. For a mature and healthy culture, however, can media play a role in its development? For the purposes of this question it should be understood that a mature and healthy culture is media literate. With that understanding, the question of whether or not this kind of culture exists is derived.

The News

The news gives us information of everything that's happening from local to international scales. Some news is good and some is bad. The news lets us people that live in colder climates know how long a snow emergency is going to last so we know if we have to park on a certain side of the street or not (Dec. 5, 2010, Wisconsin State Journal Online). We also are provided with horrible news like 23 fur seals being clubbed to death in New Zealand (Dec. 5, 2010, Yahoo! News). No matter what the news is, it's there so that we know what is happening everywhere in the world.

Other Forms of Media

The news isn't the only form of media that informs us. Documentaries, news radio, and even blockbuster movies are educating. Documentaries, obviously, are nonfiction and they provide informative accounts of a situation. News radio keeps us up to date on local, national, and world-wide events. A lot of movies do provide us with useable

information, as well; "The Day After Tomorrow" lays out a very real possibility of what might happen in our future (2004).

In the textbook, *Media & Culture*, Scott Lehigh of the Boston Globe is quoted, "*If we're a nation possessed of murderous imagination, we didn't start the bloodletting. Look at Shakespeare… His plays are written in blood"*(pg. 475, 2010). This brings about the point that horror, blood, and violence aren't a product of media in the free world; they're a product of humanity. Blame for the things that are wrong with our culture, always seems to shift to television, music, and books, but the things that are wrong have always been there. Media is just an easy scapegoat to point a finger at because people that would otherwise not be exposed to these things that are wrong see them on the news, and relate them to scenes that they saw on T.V. or lyrics they heard in a song. What the media is actually doing by exposing the public to things that are considered wrong and bad, is informing us on the way things are or could be, giving us knowledge that we can use to protect ourselves and even change the way that things are. A fictional movie that portrays the assassination of a foreign dignitary on U.S. soil plotted by corrupt government officials doesn't mean that someone who saw that movie is going to play it out (2007, Hunter, S., & Lemkin, L.). What it does mean is that someone out there thought of this as a movie plot, the idea didn't originate from the movie. It's easier to think of a movie as a page in history that has never been written. It's something that we can be educated from even if it is fictional.

How Much Are We Really Affected by the Media?

All of the forms of media would be useless if we didn't understand them. If we believed the first thing we heard from the news all the time, we wouldn't be able to form an educated opinion or response. If we reenacted what we saw in movies or T.V. shows because we thought that by watching someone else do something it's okay for us to do it too, then we wouldn't be allowing ourselves to make our own decisions; it goes along with that excuse you made when you were a kid: "But my friends do that." Your mother would then respond, "And if all of your friends jumped off a cliff would you do that too?"

Media in all forms is there to help us better understand the world, form educated opinions, and learn from others. According to Pew Research in June of 2010 the average American spent 70 minutes a day listening, watching, or reading up on the news (Sep. 12, 2010). That's over 17 solid days of learning every year! Yes, there is some entertainment in the news, but mainly it's there for reporting what's happening, and even presenting some forms of research. There's always going to be some form of media out there that may be harmful to certain groups or even to the vast majority of recipients, but in a mature and healthy culture we should be smart enough to understand what is for entertainment and what is important to know. With proper understanding, laws, and ethics, media serves a large role in a flourishing society.

Text retrieved from:

http://mjfande.hubpages.com/hub/Media-and-How-it-Affects-Culture

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. Identify one positive role of mass media on culture being discussed.
3. Identify the types of support being used.
4. Mention two positive impacts of the media stated in the text.
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two roles media plays on culture (you can also identify one positive and one negative role). Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following quotations on mass media and correct the ***italicized*** grammatical mistakes.

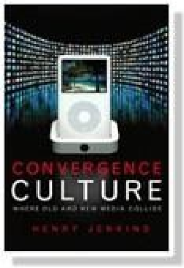
- "Whoever ***controlled*** the media, controls the mind"- **Jim Morrison**
- "Tell me, why is the media here so negative? Why are we in India so ***embarrassing*** to recognise our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we ***refused*** to acknowledge them. Why?- **Abdul Kalam**
- "The media's the most powerful entity on earth. They have the power to ***maker*** the innocent guilty and to ***making*** the guilty innocent, and that's power. Because they ***controlling*** the minds of the masses"- **Malcom X**
- "The media is too ***concentrating***, too few people own too much. There's really five companies that ***controlled*** 90 percent of what we read, see and hear. It's not healthy"- **Ted Turner**
- "I do not ***expected*** the white media to create positive black male images"- **Huey Newton**
- "This life that has been ***giving*** to us as a gift, as such a precious gift. To really try to understand it, really try to ***recognized*** it, is the greatest meditation. Through the media of this Knowledge we can tap into our inner sources that are so beautiful" – **Prem Rawat**

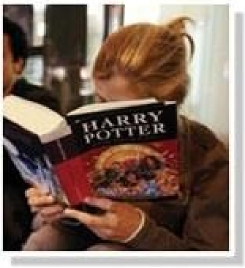
- “Don't hate the media, ***became*** the media”- Jello Biafra

2. Once, you corrected the errors in the seven quotes listed above, identify the type of media being discussed and state whether the impact is positive or negative.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures and identify the type of media and its effect. Explain whether the impact is positive or negative.











2. Watch the following video, and define ***consumerism*** and ***hype*** as mentioned. Then describe why they are important to mass media.

http://www.youtube.com/watch?v=v3gEFwQo_7k

3. Watch the following video, and describe in a short paragraph how media promotes the culture of violence.

http://www.youtube.com/watch?v=2PHxTr-59hE

SUMMARY

In this module we discused the effects of media on culture. Media contributes to shaping culture by introducing cultural norms through music, movies, and even advertising.

MODULE FOUR: IMPACT OF MASS MEDIA (3)

Module Objectives

In this module, you will learn to:

1. Understand the positive and negative effects of media on society through text analysis
2. Learn vocabulary words related to media and society
3. Write a well developed essay on the impact of media on society
4. Identify grammatical mistakes in quotes related to media and society
5. React to pictures related to media and its impact on society
6. Write analytical paragraphs by responding to videos related to media and its impact on society

As mentioned in module two, mass media has an impact on youth, culture and society. In this module, we will be focusing on media's impact on society. Let's first understand the significance of a society in order to be able to identity media's effects.

What is Society?

According to the *Macmillan Dictionary (2013),* society is:

"People in general living together in organized communities, with laws and traditions controlling the way that they behave towards one another''.

If this is the case, then who determines these "laws" and "traditions"? Mass media of course, plays a major role in influencing these laws and traditions that can shape society and its behavior.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

WHAT ARE THE NEGATIVE AND POSITIVE EFFECTS OF MEDIA ON SOCIETY?

thursday, 08 october 2009 18:56

It can change opinions because they have access to people and this gives it a lot of strength. This strength can either be used constructively by educating the people or it can be used destructively by misleading the innocent people.

Power of the media can transform the whole society especially in the developing countries it can be used as a 'weapon of mass destruction'. But I think the most important use of media is to educate the people about the basic human rights.

The dilemma of the developing countries is that people are not fully aware of their basic rights and if they know, they don't know about what to do and where to go. They don't know their collective strength. Even they don't know how to protest and what is the importance of protests. Media should portray the facts. They should not transform the reality.

Education and discipline is key to progress. This is the difference between a nation and a crowd. Media men have access to people and they have an audience. Their programs have an impact and people listen to them.

That's why they are more responsible for the betterment of the society. They should work to educate the people, to help the people and to liberate the people and to empower the people

Media plays a very important role in the building of a society. Media has changed the societies of world so much that we can't ignore its importance. First of all we should know what the media is. Media is a source of information or communication.

Media includes sources like print media and electronic media. Newspapers, magazines and any other form, which is written or printed, is included in print media and in electronic, media radio, television and Internet are included.

When there are so many channels and newspapers we cannot ignore its importance in the society. Media has lot of responsibility on its shoulders as today's society is very much influenced by the role of media. We believe in what media projects to us. We change our minds according to the information provided through it.

In the past when the media was not so strong we were quite ignorant about what is happening around us. But today we come to know very quickly what is happening around us. We have the access to all the international news channels that provide us the facts and figures.

Considering this fact that media has the power to influence society, it should know its responsibility towards society. It should feel its responsibility to educate the society in a positive way. It should be giving us fair analysis and factual information

Media plays a vital role in every one's life. In today's modern society media has become a part and parcel of our life. Its duty is to inform, educate and entertain. It is considered as the 4th pillar of our society.

They put their lives in danger like in times of terrorist attacks or natural calamity just to inform us about it. Media is a bridge between the governing bodies and general public. It is a powerful and flexible tool that influences the public to a great extent. Media is voice of the voiceless and a great force in building the nation

The newspapers can play a very vital role in the reconstruction and regeneration of a nation by highlighting and pin-pointing the social, economic and moral evils in the society. It can be helpful in eradicating these evils from the society.

They can also start propaganda against the economic evils like short-weights and measures, smuggling. Black-marketing income tax evasion hoarding corruption and bribery. THUS the newspapers can help greatly in the nation- building activities.

Newspapers provide some material for every type of interest. They give us stories, the crossword puzzles, the post page, the expert's comments on certain affairs of national and international importance.

Some pages are meant for women and children as well. Newspapers also provide us information about various matters and things through advertisements. They can help the advertisers to boost up their sale and the consumers to consume the new goods.

In other words, newspapers provide a wholesome intellectual food, trade contacts and

also job opportunities. It is through the newspapers, many a time that marriages are arranged, and lost things are found. People pay homage to their dead relatives through the obituary notes in the newspapers.

In short, newspapers contain all what is needed and desired by every person relating to any field of life. Newspapers play manifold character in almost all fields of life and are becoming more and important day by day. Education plays a vital role in the all round development of the society. Educated masses help in the development of a civilized society wherein they carry on their activities smoothly and hassle-free.

People in an educated society communicate with each other, understand each other's problems and provide solutions. An educated society, city, state, and country lay the foundation of a great world. Education plays the biggest role in society because without it, we wouldn't have doctors, lawyers...Plus, some people who don't have education usually end up as delinquents.

We commend the people of Bong County for many contributions to the Press Union of Liberia as it celebrated its 45th Anniversary in Gbarnga. We say Bravo! Bravo!! to the Press Union of Liberia and the People of Bong County.

Text retrieved from:

http://www.inprofiledaily.com/index.php?option=com_content&view=article&id=1276:w hat-are-the-negative-and-positive-effects-of-media-on-society&catid=40:speaking- out&Itemid=75

Questions

1. Identify the thesis statement and state whether it is implicit or explicit.
2. Identify the three roles of mass media as mentioned in the text.
3. Identify the types of support being used.
4. Mention two positive impacts of the media stated in the text.
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two impacts media has on society (you can also identify one positive and one negative role). Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following quotations on mass media and correct the ***italicized*** grammatical mistakes.

- "All of us who professionally ***using*** the mass media are the ***shaping*** of society. We can vulgarize that society. We can brutalize it. Or we can help lift it onto a higher level."- **William Bernbach**
- "The news media ***is***, for the most part, the bringers of bad news... and it's not entirely the media's fault, bad news ***get*** higher ratings and sells more papers than good news."- **Peter McWilliams**
- "The media's power is frail. Without the people's support, it can be shut off with the ease of ***turn*** a light switch."- **Corazon Aquino**
- "For a politician to complain about the press is like a ship's captain ***complain*** about the sea"- **Enoch Powell**
- "Cinema, radio, television, magazines are a school of inattention: people look without ***see***, listen in without ***hear***."- **Robert Bresson**
- "Today we are ***begin*** to notice that the new media are not just mechanical gimmicks for ***create*** worlds of illusion, but new languages with new and unique powers of expression."- **Marshall McLuhan**
- "What the mass media offers is not popular art, but entertainment which is ***intending*** to be ***consume*** like food, forgotten, and replaced by a new dish."-W. H. Auden quotes

2. Once, you corrected the errors in the seven quotes listed above, identify the type of media being discussed and state whether the impact is positive or negative.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures and identify the type of media. Explain whether the purpose is to inform, educate, or entertain.











2. Watch the following video and in a short paragraph, describe how media influences society.

http://www.youtube.com/watch?v=-Z1eKeWs0MM

3. According to this video, explain in a short paragraph what is Google TV and how will it affect the future of television.

http://www.youtube.com/watch?v=uuX74Ooi7AA

SUMMARY:

In this module we discussed the effects of media on society. Media influences society by shaping their behavior and thinking perspectives. Society can be affected by media through the papers, news, advertising, and television

MODULE FIVE: MASS MEDIA, YOUTH AND EATING DISORDERS

Module Objectives:

In this module, you will learn to:

1. Understand how media portrays beauty and body image through text analysis
2. Learn vocabulary words related to media, beauty, and body image
3. Write a well developed essay on the impact of media on body image
4. Identify grammatical mistakes in quotes related to media and eating disorders
5. React to pictures related to media and its impact on beauty and body image
6. Write analytical paragraphs by responding to videos related to media and its impact on body image

As stated in module two, mass media has an impact on youth, culture and society. It was also mentioned that media negatively affects youth by promoting *eating disorders*, *obesity*, and *violence*. This module will be focusing on how mass media promotes **eating disorders** among the youth.

What is an Eating Disorder?

An eating disorder is an abnormal eating condition that affects one's mental and physical health. It is related to overeating or not eating enough. Some common types of eating disorders are anorexia and bulimia disorder.

Anorexia disorder_ starving yourself, sometimes to death, and losing excessive weight. Bulimia disorder_ overeating and vomiting; which also involves excessive weight loss.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Beauty and Body Image in the Media

Images of female bodies are everywhere. Women—and their body parts—sell everything from food to cars. Popular film and television actresses are becoming younger, taller and thinner. Some have even been known to faint on the set from lack of food. Women's magazines are full of articles urging that if they can just lose those last twenty pounds, they'll have it all—the perfect marriage, loving children, great sex, and a rewarding career.

Why are standards of beauty being imposed on women, the majority of whom are naturally larger and more mature than any of the models? The roots, some analysts say, are economic. By presenting an ideal difficult to achieve and maintain the cosmetic and diet product industries are assured of growth and profits. And it's no accident that youth is increasingly promoted, along with thinness, as an essential criterion of beauty. If not all women need to lose weight, for sure they're all aging, says the Quebec Action Network for Women's Health in its 2001 report *Changements sociaux en faveur de la diversité des images corporelles*. And, according to the industry, age is a disaster that needs to be dealt with.

The stakes are huge. On the one hand, women who are insecure about their bodies are more likely to buy beauty products, new clothes, and diet aids. It is estimated that the diet industry alone is worth anywhere between 40 to 100 billion (U.S.) a year selling temporary weight loss (90 to 95% of dieters regain the lost weight).1 On the other hand, research indicates that exposure to images of thin, young, air-brushed female

bodies is linked to depression, loss of self-esteem and the development of unhealthy eating habits in women and girls.

The American research group Anorexia Nervosa & Related Eating Disorders, Inc. says that one out of every four college-aged women uses unhealthy methods of weight control—including fasting, skipping meals, excessive exercise, laxative abuse, and self- induced vomiting. The pressure to be thin is also affecting young girls: the Canadian Women's Health Network warns that weight control measures are now being taken by girls as young as 5 and 6. American statistics are similar. Several studies, such as one conducted by Marika Tiggemann and Levina Clark in 2006 titled "Appearance Culture in Nine- to 12-Year-Old Girls: Media and Peer Influences on Body Dissatisfaction," indicate that nearly half of all preadolescent girls wish to be thinner, and as a result have engaged in a diet or are aware of the concept of dieting. In 2003, Teen magazine reported that 35 per cent of girls 6 to 12 years old have been on at least one diet, and that 50 to 70 per cent of normal weight girls believe they are overweight. Overall research indicates that 90% of women are dissatisfied with their appearance in some way.2

Media activist Jean Kilbourne concludes that, "Women are sold to the diet industry by the magazines we read and the television programs we watch, almost all of which make us feel anxious about our weight."

Unattainable Beauty

Perhaps most disturbing is the fact that media images of female beauty are unattainable for all but a very small number of women. Researchers generating a computer model of a woman with Barbie-doll proportions, for example, found that her back would be too weak to support the weight of her upper body, and her body would be too narrow to contain more than half a liver and a few centimeters of bowel. A real woman built that way would suffer from chronic diarrhea and eventually die from malnutrition. Jill Barad president of Mattel (which manufactures Barbie) estimated that 99% of girls aged 3 to 10 years old own at least one Barbie doll.3

Still, the number of real life women and girls who seek a similarly underweight body is epidemic, and they can suffer equally devastating health consequences. In 2006 it was estimated that up to 450, 000 Canadian women were affected by an eating disorder.4

The Culture of Thinness

Researchers report that women's magazines have ten and one-half times more ads and articles promoting weight loss than men's magazines do, and over three-quarters of the covers of women's magazines include at least one message about how to change a woman's bodily appearance—by diet, exercise or cosmetic surgery.

Television and movies reinforce the importance of a thin body as a measure of a woman's worth. Canadian researcher Gregory Fouts reports that over three-quarters of the female characters in TV situation comedies are underweight, and only one in twenty are above average in size. Heavier actresses tend to receive negative comments from

male characters about their bodies ("How about wearing a sack?"), and 80 per cent of these negative comments are followed by canned audience laughter.

There have been efforts in the magazine industry to buck the trend. For several years the Quebec magazine *Coup de Pouce* has consistently included full-sized women in their fashion pages and *Châtelaine* has pledged not to touch up photos and not to include models less than 25 years of age. In Madrid, one of the world's biggest fashion capitals, ultra-thin models were banned from the runway in 2006. Furthermore Spain has recently undergone a project with the aim to standardize clothing sizes through using a unique process in which a laser beam is used to measure real life women's bodies in order to find the most true to life measurement.5

However, advertising rules the marketplace and in advertising thin is "in." Twenty years ago, the average model weighed 8 per cent less than the average woman—but today's models weigh 23 per cent less. Advertisers believe that thin models sell products. When the Australian magazine *New Woman* recently included a picture of a heavy-set model on its cover, it received a truckload of letters from grateful readers praising the move. But its advertisers complained and the magazine returned to featuring bone-thin models. *Advertising Age International* concluded that the incident "made clear the influence wielded by advertisers who remain convinced that only thin models spur the sales of beauty products."

Another issue is the representation of ethnically diverse women in the media. A 2008 study conducted by Juanita Covert and Travis Dixon titled "A Changing View: Representation and Effects of the Portrayal of Women of Color in Mainstream Women's Magazines" found that although there was an increase in the representation of women of color, overall white women were overrepresented in mainstream women's magazines from 1999 to 2004.

Self-Improvement or Self-Destruction?

The barrage of messages about thinness, dieting and beauty tells "ordinary" women that they are always in need of adjustment—and that the female body is an object to be perfected.

Jean Kilbourne argues that the overwhelming presence of media images of painfully thin women means that real women's bodies have become invisible in the mass media. The real tragedy, Kilbourne concludes, is that many women internalize these stereotypes, and judge themselves by the beauty industry's standards. Women learn to compare themselves to other women, and to compete with them for male attention. This focus on beauty and desirability "effectively destroys any awareness and action that might help to change that climate."

References

1. The diet business: Banking on failure. (BBC News World Edition, Feb 5 2003). http://news.bbc.co.uk/2/hi/business/2725943.stm

2. *The Canadian Women's Health Network* (Body Image and the Media). http://www.cwhn.ca/node/40776

3. Barbie boots up. (Time, Nov 11 1996). http://www.time.com

4. A Report on Mental Illness in Canada. (Public Health Agency of Canada, 2002).

5. Women laserized to standardize dress sizes. (CNN.com, Feb 11 2008).

Text retrieved from:

http://www.media-awareness.ca/english/issues/stereotyping/women_and_girls/women_beauty.cfm

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. According to the article, how does the media affect body image?
3. Identify the types of support being used.
4. Mention two negative impacts of the media stated in the text.
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two ways of how the media affects body image. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following facts on mass media and correct the ***italicized*** grammatical mistakes.

- Body image is the way that someone perceives their body and ***assume*** others perceive them. This image is often ***affect*** by family, friends, social pressure, and the media.

- People who ***is*** unhappy with their bodies and do not seek healthy nutrition information may develop eating disorders. Eating disorders are unhealthy

relationships with food that may include fasting, constant ***diet***, or binging and purging.

- Studies show that the more reality television a young girl ***watch***, the more likely she is to find appearance important.

- Students, especially women, who ***consumed*** more mainstream media, place a greater importance on sexiness and overall appearance than those who do not consume as much.

- Only 10 percent of people ***suffer*** from an eating disorder will seek professional help.

- Approximately 91 percent of women are unhappy with their bodies and ***resorting*** to dieting to achieve their ideal body shape. Unfortunately, only 5 percent of women naturally ***possesses*** the body type often portrayed by Americans in the media.

- 95 percent of people with ***eat*** disorders are between the ages of 12 and 25.

(Facts taken from: http://www.dosomething.org/tipsandtools/11-facts-about-body- image)

2. Once, you corrected the errors in the seven facts listed above, identify the types of media that can impact eating disorders.

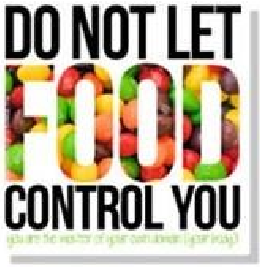
PICTURE AND VIDEO ANALYSIS

1. Look at the following media pictures, and identify the effect they can have onthe youth. Explain whether the impact is positive or negative.











2. According to the following video, write a short paragraph on the impact that media has on body image and how the standard of beauty changed.
   http://www.youtube.com/watch?v=izX60knYuww

3. According to the following video, how does the media promote anorexia?
   http://www.youtube.com/watch?v=Pm0TsQBNO10

SUMMARY:

In this module we discussed how media promotes eating disorders. Many people, especially the youth suffer from eating disorders due to media. Media can sometimes pressure people into looking young and thin through beauty magazines, movies, and advertisement.

MODULE Six: MASS MEDIA, YOUTH AND OBESITY

Module Objectives:

In this module, you will learn to:

1. Understand how junk food ads promotes obesity through text analysis
2. Learn vocabulary words related to media and obesity
3. Write a well developed essay on how media promotes obesity
4. Identify grammatical mistakes in quotes related to media and obesity
5. React to pictures related to media and obesity
6. Write analytical paragraphs by responding to videos related to media and obesity

As stated in module two, mass media has an impact on youth, culture and society. It was also mentioned that media negatively affects youth by promoting *eating disorders*, *obesity*, and *violence*. This module will be focusing on how mass media promotes **obesity** among the youth.

What is Obesity?

According to BBC (2013), "A person is considered obese if they are very overweight with a high degree of body fat.

Some experts believe obesity is responsible for more ill health than smoking. Being significantly overweight is linked to a wide range of health problems…"

The rate of obesity is rising among the youth, but who is responsible for this increase in obesity? Media is one of the contributors to the increase of obesity among the youth because it promotes a lot of junk food and an unhealthy eating lifestyle.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Junk Food Ads, Fast Food Increasing Teen Obesity

Tuesday, October 09, 2007 by: John Koshuta

(NaturalNews) Many of the television commercials seen by teenagers are for junk food products. According to research released this week by the *American Journal of Preventive Medicine*, this may be a major reason obesity rates continue to rise among 12-17 year-olds. The studies examined by researchers at the University of Illinois- Chicago and University of Michigan concluded that 26% of TV ads seen by teens were for food products. The vast majority of these products contain high amounts of fat, sugar and sodium.

The groups most impacted by junk food ads are low-income and minority teens. With higher percentages of fast food restaurants in urban communities and race specific junk food marketing campaigns, it is obvious why teens in these groups are experiencing skyrocketing obesity rates.

To make matters worse, poorer and nonwhite neighborhoods also have fewer fruit and vegetable markets, bakeries, specialty stores, and natural food stores. In the Detroit metropolitan area the poorest African American neighborhoods are an average of 1.1 miles further from the nearest supermarket than are impoverished white neighborhoods, according to a 2005 study by the Institute of Medicine.

Teens also have few healthy choices at school. According to the research, many middle

schools and high schools offer more unhealthy foods than nutritious foods. Many people believe schools carry a substantial burden of responsibility -- just behind parents and individuals -- when it comes to addressing childhood obesity.

The National School Lunch Program (NSLP) serves twenty-nine million school children every day and costs American taxpayers more than $7 billion a year to provide "nutritionally balanced" meals. Many students, however, fill up on items such as soft drinks, chips, and cookies, which are high in added sugars, fats, calories, and sodium, but low in nutrition. Such "junk foods" sold in vending machines, cafeteria a la carte lines, and school stores are known as "competitive foods" because they compete with federally funded meals.

In the article "Soft Drink Pouring Rights," New York University Professor and renowned author Marion Nestle stated the following:

Healthy People 2010 objectives call for meals and snacks served in schools to contribute to overall diets that meet federal dietary guidelines. Sales in schools of foods and drinks high in calories and low in nutrients undermine this health objective, as well as participation in the more nutritious, federally sponsored, school lunch programs.

Competitive foods also undermine nutrition information taught in the classroom. Lucrative contracts between school districts and soft drink companies for exclusive rights to sell one brand are the latest development in the increasing commercialization of school food. These contracts, intended to elicit brand loyalty among young children who have a lifetime of purchases ahead of them, are especially questionable because they place schools in the position of "pushing" soft drink consumption. "Pouring rights" contracts deserve attention from public health professionals concerned about the nutritional quality of children's diets.

As of March 2007, federal efforts to establish consistent nationwide nutrition standards for all competitive foods and beverages sold in schools was embodied in the Child Nutrition Promotion and School Lunch Protection Act of 2007. First introduced in both houses in May 2006, the bill was reintroduced in the 110th Congress and has continued to enjoy bipartisan support from numerous co-sponsors.

In May 2006, the Federal Trade Commission and the Department of Health and Human Services released a report recommending concrete steps that industry can take to change their marketing and other practices to make progress against childhood obesity. Among the agencies recommendations are that food companies:

- Intensify their efforts to create new products and reformulate existing products to make them lower in calories, more nutritious, more appealing to children, and more convenient to prepare and eat;
- Review and revise their marketing practices with the goal of improving the overall nutritional profile of the foods marketed to children, for example, by adopting minimum nutritional standards for the foods they market to children, or by otherwise shifting emphasis to lower-calorie, more nutritious products;
- Review and revise their policies to improve the overall nutritional profile of the products they market and sell in schools.

In focusing on racial and ethnic populations in which childhood obesity is more prevalent, the agencies recommended that:

· Food companies make a concerted effort to include, as part of their marketing of more nutritious, lower-calorie foods, promotions that are tailored to these communities; and
· Food companies, the media, and entertainment companies tailor their outreach efforts to promote better nutrition and fitness to these populations.

In 1983, food marketers spent $100 million on television advertising to kids. Today, they pour roughly 150 times that amount into a variety of mediums that seek to infiltrate every corner of children's worlds. The average American child today is exposed to an estimated 40,000 television commercials a year — over 100 per day. Since 1980, childhood obesity rates have tripled among adolescents.

Sources:

http://www.usatoday.com/news/health/2007-9-25-teen-obesity_N.htm
http://www.law.duke.edu/shell/cite.pl?56+Duke+L.+J.+1491 http://www.newdream.org/kids/facts.php
http://www.ftc.gov/opa/2006/05/childhoodobesity.shtm
http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1308570
http://www.prb.org/Articles/2006/TheNeglectedLinkFoodMarketingandChildhoodObesityi nPoorNeighborhoods.aspx

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John is an experienced professional in the field of wellness. Along with a BS degree in Exercise Science & Health Promotion, the author also has a BA in Journalism and is in progress on a MA in Health Studies. Among the author's many forthcoming projects are an independent wellness consulting business and a health-related website, along with many articles and books.

Text retrieved from:

http://www.naturalnews.com/022105_food_child_obesity.html

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. According to the article, how does the media promote obesity?
3. Identify the types of support being used.
4. Mention two positive impacts that the media can have in order to fight obesity.
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two ways of how the media promotes obesity. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following facts on mass media and correct the ***italicized*** grammatical mistakes.

- “I don't know too many parents that ***wanting*** to feed their kids soda, but high- fructose corn syrup is cheap. The price of soda in 20 years has ***go*** down 40 percent while the price of whole foods, fruits and vegetables, has gone up 40 percent and obesity goes up right along that curve.” -**Tom Colicchio**
- “With the chronic obesity in America, it's more important than ever to not only ***fed*** kids healthy foods but to teach them how to ***making*** healthy choices on their own.” -**Jennie Garth**
- “The rise of childhood obesity has ***place*** the health of an entire generation at risk.”- **Tom Vilsack**
- “The number of kids ***affecting*** by obesity has tripled since 1980, and this can be traced in large part to lack of exercise and a healthy diet.” -**Virginia Foxx**
- “The people in power have ***creation*** an obesity epidemic.” -**Robert Atkins**
- “This might be the first generation where kids are ***die*** at a younger age than their parents and it's ***relation*** primarily to the obesity problem.” -**Judy Davis**
- “I couldn't ***opened*** up a magazine, you couldn't read a newspaper, you couldn't ***turning*** on the TV without hearing about the obesity epidemic in America.” - **Morgan Spurlock**

2. Once, you corrected the errors in the seven quotes listed above, identify the types of media that can impact obesity.

PICTURE AND VIDEO ANALYSIS

1. Look at the following media pictures, and identify the effect they can have onthe youth. Explain whether the impact helps to promote or fightobesity.











2. According to the following video, write a short paragraph on the impact that television media has on obesity. http://www.youtube.com/watch?v=AvMsGwhJSWU

3. Watch the following video, and explain how video games can be used to fight obesity. http://www.youtube.com/watch?v=DEnBOJqnVWM&list=PL53E1E80977CEA7C5

SUMMARY:

In this module we discussed how media promotes obesity. Many people suffer from bad eating habits influenced by media. Spending long hours in from of a television or computer can lead to unhealthy eating and obesity. Advertisements can also promote unhealthy food which eventually leads to obesity

MODULE SEVEN: MASS MEDIA, YOUTH AND VIOLENCE

Module Objectives:

In this module, you will learn to:

1. Understand how to reduce media violence through text analysis
2. Learn vocabulary words related to media violence
3. Write a well developed essay on the effects of media violence
4. Identify grammatical mistakes in quotes related to media violence
5. React to pictures related to media violence
6. Write analytical paragraphs by responding to videos related to media violence

As stated in module two, mass media has an impact on youth, culture and society. It was also mentioned that media negatively affects youth by promoting *eating disorders*, *obesity*, and *violence*. This module will be focusing on how mass media promotes **violence** among the youth.

What is Media Violence?

Media violence is aggression portrayed by the media through television, music, and video games. It greatly affects the youth because they are constantly being exposed to media violence. This constant exposure, triggers adolescents to become violent and repeat the devious acts they have been exposed to through the media.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

The Impact of Media Violence on Children and Adolescents: Opportunities for Clinical Interventions

Eugene V Beresin, M.D.
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While violence is not new to the human race, it is an increasing problem in modern society. With greater access to firearms and explosives, the scope and efficiency of violent behavior has had serious consequences. We need only look at the recent school shootings and the escalating rate of youth homicides among urban adolescents to appreciate the extent of this ominous trend. While the causes of youth violence are multifactorial and include such variables as poverty, family psychopathology, child abuse, exposure to domestic and community violence, substance abuse and other psychiatric disorders, the research literature is quite compelling that children's exposure to media violence plays an important role in the etiology of violent behavior. While it is difficult to determine which children who have experienced televised violence are at greatest risk, there appears to be a strong correlation between media violence and aggressive behavior within vulnerable "at risk" segments of youth. In this article, I will briefly review the impact of media violence on children and adolescents, and indicate the vital role physicians can play in helping to diminish this powerful cause of violent behavior.

Over the past 30 years there has been extensive research on the relationship between televised violence and violent behavior among youth. Longitudinal, cross- sectional, and experimental studies have all confirmed this correlation. Televised violence and the presence of television in American households have increased

steadily over the years. In 1950, only 10% of American homes had a television. Today 99% of homes have televisions. In fact, more families have televisions than telephones. Over half of all children have a television set in their bedrooms. This gives a greater opportunity for children to view programs without parental supervision. Studies reveal that children watch approximately 28 hours of television a week, more time than they spend in school. The typical American child will view more than 200,000 acts of violence, including more than 16,000 murders before age 18. Television programs display 812 violent acts per hour; children's programming, particularly cartoons, displays up to 20 violent acts hourly.

How does televised violence result in aggressive behavior? Some researchers have demonstrated that very young children will imitate aggressive acts on TV in their play with peers. Before age 4, children are unable to distinguish between fact and fantasy and may view violence as an ordinary occurrence. In general, violence on television and in movies often conveys a model of conflict resolution. It is efficient, frequent, and inconsequential. Heroes are violent, and, as such, are rewarded for their behavior. They become role models for youth. It is "cool" to carry an automatic weapon and use it to knock off the "bad guys." The typical scenario of using violence for a righteous cause may translate in daily life into a justification for using violence to retaliate against perceived victimizers. Hence, vulnerable youth who have been victimized may be tempted to use violent means to solve problems. Unfortunately, there are few, if any, models of nonviolent conflict resolution in the media. Additionally, children who watch televised violence are desensitized to it.
They may come to see violence as a fact of life and, over time, lose their ability to empathize with both the victim and the victimizer.

There are other, new forms of violence to which children and adolescents are exposed. In one recent study, it was demonstrated that 15% of music videos contain interpersonal violence. Still another new source of violent exposure is access to the Internet and video games. There is little data on the incidence of violence on the Internet; however, there is concern about sites that may advocate violence, provide information on the creation of explosive devices, or reveal how to acquire firearms. There is also little research on the impact of violent video games. We do know, however, that they are extensive and have a role-modeling capacity. The fact that the child gets to act out the violence, rather than to be a passive observer, as when viewing television or movies, is especially concerning to experts.

Child and adolescent psychiatrists, pediatricians and other physicians can have a major impact on the effects of media violence. The American Academy of Pediatrics (AAP) has created a list of recommendations to address television violence. It suggests that physicians talk openly with parents about the nature and extent of viewing patterns in their homes. Parents should limit television to 1-2 hours daily and watch programs with their children, enabling them to address any objectionable material seen. Physicians should make parents and schools "media literate," meaning they should understand the risks of exposure to violence and teach children how to interpret what they see on television and in the movies, including the intent and content of commercials. In doing so, children may be increasingly able to discern which media messages are suitable. Schools and homes should teach children conflict resolution. The American Academy of Child and Adolescent

Psychiatry, along with medical organizations, has been a strong advocate for television ratings and installation of chips to block certain programs. Physicians, in their role as health promoters, should become more active in educating the media to become more sensitive to the impact of violence on youth. We should be speaking up to the networks, cable vendors, local stations, federal agencies, and our political officials to help insure that programming decisions are made with an eye open to the potential consequences to the viewing audience, and that when violence is present, there are adequate warnings provided to the public. The arena of media violence is a new frontier where physicians can promote health through public education and advocacy.

Text Retrieved from:
http://www.aacap.org/cs/root/developmentor/the_impact_of_media_violence_on_children_and_adolescents_opportunities_for_clinical_interventions

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. According to the article, how does the media promote violence?
3. Identify the types of support being used.
4. How can doctors and expert help in reducing media violence?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two effects media violence. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following facts on mass media and correct the ***italicized*** grammatical mistakes.

- Children will ***watched*** anything, and when a broadcaster uses crime and violence and other shoddy devices to monopolize a child's attention, it's worse than ***take*** candy from a baby. It is taking precious time from the process of growing up. — ***Newton Minow***
- By the age of 18, the average child has ***witness*** 200,000 acts of violence, including 18,000 simulated murders, on television. It is not always easy to ***providing*** clear, consistent structure for children, but providing it often helps keep children safe and helps them grow to be responsible adults. — ***Jean Clarke***
- The same media people that ***claimed*** violence on TV doesn't influence people, are perfectly ***will*** to sell you advertising time. — ***Author Unknown***
- Today the data ***linked*** violence in the media to violence in society are superior to those linking cancer and tobacco. — ***David Grossman***
- Exposing children and adolescents (or 'youth') to violent visual media ***increased*** the likelihood that they will engage in physical aggression against another person. By 'physical aggression' we mean behavior that is ***intention*** to harm another person physically, such as hitting with a fist or some object. A single brief exposure to violent media can ***increasing*** aggression in the immediate situation. ***Repeating*** exposure leads to general increases in aggressiveness over time. — ***Craig Anderson***
- The more children ***seeing*** of violence, the more numb they are to the deadly consequences of violence. Now, video games like 'Mortal Kombat,' 'Killer Instinct,' and 'Doom,' the very games ***play*** obsessively by the two young men who ended so many lives in Littleton, make our children more active participants in simulated violence. — ***Bill Clinton***

(Quotes taken from http://scripturenews.com/quotes-media-violence/)

2. Once, you corrected the errors in the six quotes listed above, identify the types of media that can promote violence.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures, and identify the effect media can have on the youth. Explain whether the impact helps to promote or fight media violence.







2. Watch the following video, and describe in a short paragraph the sources of media violence and the steps that could be taken in order to avoid it. http://www.youtube.com/watch?v=7CXqZWW9yRQ

3. According to the following video, how are children desensitized to violence? http://www.youtube.com/watch?v=oxyTO-Q40u4

SUMMARY:

In this module we discussed how media promotes violence. Nowadays movies are becoming more and more violent. People are affected by this violence because they tend to reproduce these devious acts. Video games are also known to have a great impact on behavior and are a main factor in promoting violent acts among its users.

MODULE EIGHT: MASS MEDIA CULTURE AND TECHNOLOGY

Module Objectives:

In this module, you will learn to:

1. Understand how to positively promote media technology through text analysis
2. Learn vocabulary words related to media technology
3. Write a well developed essay on the positive aspects of media technology
4. Identify grammatical mistakes in quotes related to media technology
5. React to pictures related to media technology
6. Write analytical paragraphs by responding to videos related to media technology

As stated in module two, mass media has an impact on youth, culture and society. It was also stated that media impacts culture through *technology*, *pop culture*, and *family*. This module will be focusing on how mass media uses **technology** to achieve their goals.

What is technology?

According to the Merriam-Webster Dictionary, technology is "*the practical application of knowledge especially in a particular area*" and is "*a manner of accomplishing a task especially using technical processes, methods, or knowledge*". In media, technology includes the internet, television, mobile phones, and the music industry. Media uses any of its technological means in order to impact a certain culture. Media can have a positive or negative impact on a culture. It can change culture through the use of technology or introduce new cultural norms.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Teach Your Wired Children about Healthy Relationships

Will our little digital natives be able to really connect with others? Published on March 28, 2013 by Jim Taylor, Ph.D. in the Power of Prime

Technology, such as the Internet, smartphones, and social media, can have great benefits in helping your children form and maintain relationships. At the same time, if not used with limits and guidance by your children, such use may prevent them from developing the essential relationship qualities and skills that have allowed us to make real connections and build real relationships for ages.

There is certainly a place for children to have online relationships, but they are no substitute for the depth and breadth of flesh-and-blood relationships where your children are able to fully connect with other people and completely experience the meaning, satisfaction, and joy of deep human relationships.

Yes, children's (and adults') real relationships can be untidy, with hurt feelings, anger, frustration, and disappointment. But relationships are like two sides of the same coin; children can't experience the beauty of relationships—love, comfort, and excitement— without also being willing to accept its occasional blood, sweat, and tears. I challenge anyone who can show me that online relationships can provide that.

To raise children capable of having healthy relationships in this world that is so dominated by popular culture and technology, you must be well informed and deliberate about your children's exposure to both. Of course, the most basic way to prevent popular culture and technology from having an undue and unhealthy influence over your children's relationships is to set limits on their exposure. You should establish clear

expectations about the quality of the popular culture that your children are allowed to experience and the type and quantity of technology they are permitted to use. Just as importantly, you must create appropriate consequences to add "bite" the expectations you set in the event of inevitable transgressions on the part of your children.

Another obvious preventive measure is to educate your children about the messages they're getting from popular culture and technology. The more informed your children are about those messages, the less vulnerable they will be to those messages. As they get older, they will be able to make deliberate choices about what aspects of popular culture they expose themselves to and what technology they use.

Part of this education involves talking to your children about the unrealistic messages that popular culture conveys to them about relationships, for example, that love can be found in a matter of weeks (think *The Bachelor*) or that physical appearance is a healthy foundation for relationships (think *Gossip Girls*). You can also show them the differences between online and offline relationships, particularly what is missing from the former and present in the latter, for example, facial expressions, body language, and other nonverbal cues (notwithstanding Skype and other video chatting), voice inflection (notwithstanding phone calls), touch, and smell.

So, you can't just play defense against popular culture and technology. In fact, to raise children who are capable of healthy relationships in this digital age, teaching your children about healthy relationships may be your most important way to help them resist the unhealthy messages from popular culture and technology and ensure that they are capable of developing healthy relationships.

A good place to start in teaching your children about healthy relationships is in your relationship with your spouse. Let me say this clearly. There is no greater influence on how your children come to see relationships than your relationship with your "other half." From a very early age, your relationship—good, bad, or ugly—likely becomes the template on which their future relationships are based. If you can show your children from an early age how a healthy relationship works, filled with respect, caring, and empathy, simply through your daily relationship with your spouse, you will instill in them a positive view of relationships that will be resistant to those that they receive from popular culture (this, of course, is more of a challenge for divorced couples or single parents).

Also, when you model the healthy use of technology as a tool for strengthening relationships, you provide your children with another template that will encourage the dominance of offline relationships, teach them how to use technology to foster healthy relationships, and make them less vulnerable to the allure of online relationships.

The most powerful way to override the inevitable messages your children will receive from popular culture and technology about relationships is to give your children the most quantity and quality of unmediated (meaning direct) social experiences on which they can build the competence, confidence, and comfort to develop healthy relationships throughout their lives. These encounters can include the spectrum of relationships including family, friends, educational, athletic, cultural, and spiritual.

This depth and breadth of flesh-and-blood relationships will also give your children the ability to compare those relationships and online relationships and, hopefully, see that the latter can't hold a candle to the former. The more ways in which your children can experience the richness of offline relationships, the more they will come to value them and not be drawn to those gained through popular culture and technology.

In addition to maximizing your children's in-the-moment appreciation for face-to-face relationships, you can also actively teach them essential relationship skills. Early exposure to social skills and the basics of relationships, for example, saying hello and goodbye and please and thank you, shaking hands, and looking others in the eye, as well as compassion and concern for others, will prevent your children from avoiding real relationships due to doubt, shyness, or social discomfort and give them the competence and confidence to want to explore further unmediated relationships.

You want to give your children direct experience in relationships and the tools to build self-assurance in your children's relationship capabilities. You also want to instill in them a skeptical attitude toward the messages they get about relationships from popular culture and technology.

When you accomplish these goals, you give your children a true gift, namely, they will see for themselves that real-life relationships are far more rewarding than those found online and they will make sure these relationships take precedence over the virtual kind. And that is a gift that will keep on giving throughout their lives.

Text Retrieved From:

http://www.psychologytoday.com/blog/the-power-prime/201303/teach-your-wired- children-about-healthy-relationships

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. According to the article, how does the media make use of technology?
3. Identify the types of support being used.
4. How can parents help their children develop "real-life relationships"?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two positive aspects of media technology. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following quotes on media technology and correct the ***italicized*** grammatical mistakes.

- It has become appallingly obvious that our technology ***had*** exceeded our humanity. - **Albert Einstein**
- Technology is so much fun but we ***could*** drown in our technology. The fog of information can ***driven*** out knowledge. - **Daniel J Boorstin**
- If we continue to ***developing*** our technology without wisdom or prudence, our servant may prove to ***being*** our executioner.- **Omar Bradley**
- The most exciting breakthroughs of the 21st century ***would*** not occur because of technology but because of an expanding concept of what it means to be human. - **John Naisbitt**
- Technology is ***rule*** by two types of people: those who manage what they do not understand, and those who ***understood*** what they do not manage. -**Mike Trout**
- Technology ***making*** it possible for people to gain control over everything, except over technology. - **John Tudor**
- Technology is destructive only in the hands of people who do not ***realized*** that they are one and the same process as the universe. - **Alan Watts**
- Many people ***saw*** technology as the problem behind the so-called digital divide. Others see it as the solution. Technology is neither. It must ***operation*** in conjunction with business, economic, political and social system. - **Carly Fiorina**

2. Once, you corrected the errors in the eight quotes listed above, identify the type of media technology being discussed.

-

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures, and identify the use of media technology. State whether media technology can have a positive or negative impact.











2. Watch the following video and explain how media technology can sometimes be deceiving. Can you recall any incident where media technology was a disappointment? http://www.youtube.com/watch?v=W9HlGVZXlHE

3. According to the following video, how are people trapped in a media technology culture? Explain in a short paragraph. http://www.youtube.com/watch?v=dk1Me_FfEVc

SUMMARY:

In this module we discussed media technology. Nowadays technology is moving at a very fast pace. Media technology is very beneficial as it can quickly reach a very large audience. Unfortunately, this media technology is not always put to good use as it can also negatively impact a mass audience.

MODULE NINE: MASS MEDIA AND POP CULTURE

Module Objectives:

In this module, you will learn to:

1. Understand the mafia in pop culture through text analysis
2. Learn vocabulary words related to media pop culture
3. Write a well developed essay on the effects of movie pop culture
4. Identify grammatical mistakes in quotes related to media pop culture
5. React to pictures related to media pop culture
6. Write analytical paragraphs by responding to videos related to media popular culture

As stated in module two, mass media has an impact on youth, culture and society. It was also stated that media impacts culture through *technology*, *pop culture*, and *family*. This module will be focusing on how mass media promotes **pop culture**.

What is Pop Culture?

Pop culture or ***popular culture***, is media culture defined by music, movies, or books enjoyed by a mass variety of people. Pop culture changes according to new music, movies, and celebrities. The people who mostly influence and change pop culture is the youths. Today's music pop culture consists of people like *Britney Spears, Lady Gaga,* and *Justin Bieber*. In the past, pop culture was influenced by people like *Elvis Presley* and *The Beatles*.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

"The Godfather" and the Mafia in Popular Culture

From Al Capone and Vito Corleone to John Gotti and Tony Soprano, real-life and fictional mafiosos have captured the public imagination since the 1920s. Ruthless and violent, these men are nonetheless often seen to maintain their own personal brand of honor and decency. In this way, they are modern-day versions of the outlaw heroes of the Wild West, such as Jesse and Frank James or Billy the Kid. Gangsters were only a tiny percentage of the huge migration of Italians, primarily from the south of Italy, to America in the early 20th century. Still, "The Mafia" has become the primary pop culture expression of the Italian American identity--much to the dismay of many Italian Americans. This is due largely to the enduring influence of Francis Ford Coppola's 1972 Oscar-winning smash hit film "The Godfather" (based on Mario Puzo's novel) and its reinvention of the gangster movie genre.

Early Gangsters on Film & TV

As the era of Prohibition gave way to the Great Depression, the first wave of gangster movies mirrored the growing anger and frustration of many Americans at their worsening economic conditions. In movies like "Little Caesar" (1931) with Edward G. Robinson, "The Public Enemy" (1931) with Jimmy Cagney and "Scarface" (1932) with Paul Muni, the main characters--all Italian Americans, some based on real life mobsters such as Capone--suffered the consequences of their law-breaking, but many audiences still identified with their willingness to go outside the bounds of the traditional system to make a living.

After 1942, gangsters largely disappeared from the screen, as Nazis and monsters took the place of mobsters as Hollywood's preferred villains. This began to change after 1950, when a Senate committee set up to investigate organized crime began holding public hearings. Thanks to the new medium of television, millions of Americans watched the testimony of real-life mobsters like Frank Costello (or more accurately, they watched Costello's shaky hands--the only part of him shown by the camera). In the early 1960s,

Joseph Valachi, a soldier in the Luciano "family" organization, took a starring role in later televised hearings. It was Valachi who introduced the now-famous Mafia euphemism "La Cosa Nostra" (Our Thing), and his testimony revealed the evolution of Italian-American organized crime in America, especially in New York. "The Valachi Papers," a book by Peter Maas, came out in 1969, the same year as the novel that would do more than any other to establish the mythology of the mafia in popular culture: Mario Puzo's "The Godfather."

"The Godfather" & Its Legacy

Puzo's novel tells the story of Sicilian immigrant Vito Corleone and the family and "business" he built in New York, including the struggles of his son Michael, who will succeed him as the new "Don." Paramount Pictures bought the film rights to the novel, and studio head Robert Evans turned to the young Italian-American director Francis Ford Coppola to direct. (Coppola also co-wrote the screenplay, with Puzo.) With Marlon Brando (Don Corleone) and Al Pacino (Michael) leading a stellar cast, "The Godfather" gave a fuller, more authentic and more sympathetic glimpse into the Italian-American experience than had been seen on screen before, even as it framed that glimpse through the lens of organized crime. It also painted an undeniably romantic portrait of the mafioso as a man of contradiction, who was ruthless toward his enemy but devoted to his family and friends above all else. Unlike previous gangster films, "The Godfather" looked at the Mafia from the inside out, instead of taking the perspective of law enforcement or of "regular" society. In this way, "The Godfather" reinvented the gangster movie, just as it would influence all those that came after it. "The Godfather, Part II" (1974) was darker and more violent than the first film, but both were box office smashes and multiple Oscar winners. ("The Godfather, Part III," released 16 years after "Part II," failed to impress critics or audiences.)

Over the next three decades, Hollywood never lost its fascination with the Mafia. A partial list of related films includes dramas like "The Untouchables" (1987), "Donnie Brasco" (1997) and especially Martin Scorsese's "Goodfellas" (1990), which showed the underside of "The Godfather"'s romantic vision of Mafia life. Mafiosos also made their way into comedies: "Prizzi's Honor" (1985), "Married to the Mob" (1988), "My Blue Heaven" (1990) and "Analyze This" (1999). From animated films to children's cartoons, video games to "gangsta"-style hip-hop or rap music, the myth of the Mafia was everywhere, thanks in large part to the enduring legacy of "The Godfather." On TV, of course, mobsters turned up regularly on crime shows like "NYPD Blue" and "Law and Order." In 1999, however, came the debut of a cable TV show featuring a mafioso like none ever seen before.

"The Sopranos"

In Tony Soprano, David Chase, the creator of the HBO series "The Sopranos" and an Italian American from New Jersey, managed to create a new kind of gangster. Chase moved the action from the traditional urban environment to the New Jersey suburbs, where Tony (James Gandolfini) visits a psychiatrist to deal with the stresses of work and family (including wife Carmela, mother Livia and two teenage kids).

In the world of "The Sopranos," gangsters like Tony are simply trying to achieve the same kind of affluent lifestyle as their fellow suburbanites, all while struggling with a

sense that something is missing, that things aren't like what they used to be. "The Sopranos" ran for six seasons from 1999 to 2004, won more than 20 Emmy Awards and was hailed by some critics as the greatest show in TV history. In acknowledgement of Chase's debt to other works of Mafia-related popular culture, the series continually referenced those works, including "Public Enemy," "Goodfellas" and, especially, "The Godfather."

Negative Stereotyping

Like "The Godfather," one of the most impressive aspects of "The Sopranos" was its richly detailed portrait of first- and second-generation Italian Americans, as seen through the experience of one extended family. The fact that both of those families were Mob families, however, means that many Italian Americans had mixed feelings toward these works. In 1970, the Italian American Civil Rights League held a rally to stop production of "The Godfather." As for "The Sopranos," the National Italian American Foundation has railed against the show as an offensive caricature, while organizers of New York City's Columbus Day Parade refused to permit "Sopranos" cast members to march in the parade for several years running.

Though pop culture's fascination with the Mafia has undeniably fueled certain negative stereotypes about Italian Americans, acclaimed works like "The Godfather," "Goodfellas," and "The Sopranos" have also given many Italian Americans a sense of shared identity and experience. Despite its controversial nature, the myth of the Mafia--as created and nurtured by "The Godfather" and its many pop culture descendants--continues to enthrall the masses of Italian and non-Italians alike.

"The Godfather" and the Mafia in Popular Culture. (2013). *The History Channel website*. Retrieved 12:52, June 5, 2013, from http://www.history.com/topics/the-godfather-and- the-mafia-in-popular-culture.

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. What kind of pop culture is being discussed in the article?
3. Identify the types of support being used.
4. According to the article, how can Hollywood influence popular culture?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, discuss two effects (positive or negative) of movie pop culture. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

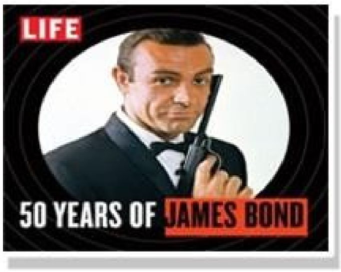
1. Read the following quotes on media pop culture and correct the ***italicized*** grammatical mistakes.

- In my parents' generation, rebellion ***is*** pop culture. It's not anymore. **-Shia LaBeouf**
- Pop culture is a reflection of social change, not a ***causation*** of social change. **-John Podhoretz**
- Pop culture ***was*** not about depth. It's about marketing, supply and demand, consumerism. -**Trevor Dunn**
- Superheroes ***filled*** a gap in the pop culture psyche, similar to the role of Greek mythology. There isn't really anything else that ***doing*** the job in modern terms. For me, Batman is the one that can most clearly be ***take*** seriously. **-Christopher Nolan**
- It's up to us to ***taken*** pop culture back and to express quality and dignity for both boys and girls. -**Ashley Judd**
- Like many other touchstones of twenty-first-century pop culture, 'The Sopranos' was hatched in the late Nineties, predicting a future that never ***arrive***. It was designed for a decade that would be just like the Nineties, except more so, in an America that ***enjoying*** seeing itself as smarter and braver and freer than ever before. **-Rob Sheffield**
- Once you ***made*** a movie like 'Superbad,' when it's popular and you're the lead, you get ***offers*** all kinds of things and there's a temptation to make bad movies either for the money or to ***maintain*** your relevance in pop culture. **- Jonah Hill**
- Guided by nothing but pop culture values, many children no longer learn how to think about morality and virtue, or to ***thought*** of them at all. They ***grew*** up with no shared moral framework, believing that the highest values are diversity, tolerance and non-judgmentalism. **-Gary Bauer**

2. Once, you corrected the errors in the eight quotes listed above, identify the type of media technology being discussed.

PICTURE AND VIDEO ANALYSIS

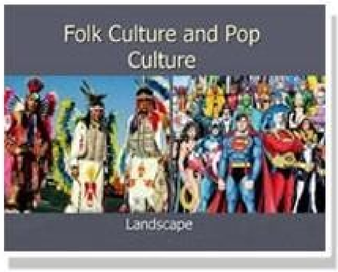
1. Look at the following pictures, and identify the type of popular culture. State the message behind these pop culture images.











2. Watch the following video, and explain the impact of 9/11 on American pop culture.
   http://www.youtube.com/watch?v=lSBnKwlljQs

3. According to the following video, how did popular culture negatively stereotype Muslims in America after the events of 9/11? How can this stereotype be changed? Explain in a short paragraph.
   http://www.youtube.com/watch?v=KlPDnWL3WkI

SUMMARY:

In this module we discussed media and pop culture. Media pop culture is being enjoyed by society and especially the young generation. It includes books, music, and fashion. Teenagers feel pressured by pop culture as they want to keep up with its radical changes.

MODULE TEN: MASS MEDIA CULTURE AND FAMILY

Module Objectives:

In this module, you will learn to:

1. Understand the impact of media on family through text analysis
2. Learn vocabulary words related to media and family
3. Write a well developed essay of how media technology creates a family divide
4. Identify grammatical mistakes in quotes related to media and family
5. React to pictures related to media and family
6. Write analytical paragraphs by responding to videos related to media and family

As stated in module two, mass media has an impact on youth, culture and society. It was also stated that media impacts culture through *technology*, *pop culture*, and *family*. This module will be focusing on how mass media affects **family**.

Media and Family

Media has always influenced families. Through the culture of movies and music, it defines family roles and influences family relationships among its members. Media can also promote negative family values as well as positive ones. Families must be media literate in order to identify the negative impacts it can have.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Is Technology Creating a Family Divide?
Technology and families don't always play nice together.

Published on March 13, 2013 by Jim Taylor, Ph.D. in The Power of Prime

Nowhere is the impact of popular culture and technology on children's relationships more noticeable than in families. Both influences have contributed to a growing divide between the traditional roles that children and their parents play while, at the same time, blurring those same lines between parents and children. Over the past two decades, children who, for example, watch television, have received messages from popular culture telling them that parents are selfish, immature, incompetent, and generally clueless, for example, from *Malcolm in the Middle*, *Tool Time*, *Family Guy*, *Two and a Half Men*, and *I Hate My Teenage Daughter,* not to mention reality TV shows such as *Super Nanny* and the *Housewives* franchise.

This divide has grown due to the increased use of technology among children in several ways. First, children's absorption in technology, from texting to playing video games, does by their very nature limit their availability to communicate with their parents. One study found that when the working parent arrived home after work, his or her children were so immersed in technology that the parent was greeted only 30 percent of the time and was totally ignored 50 percent of the time. Another study reported that family time was not affected when technology was used for school, but did hurt family communications when used for social reasons. Interestingly, children who spent considerable time on a popular social networking site indicated that they felt less supported by their parents.

Second, as digital immigrants, parents can struggle to gain proficiency and comfort with the new technology that their digital-native children have already mastered. This divergence in competence in such an important area of children's lives makes it more difficult for parents to assume the role of teacher and guide in their children's use of technology. Because of the lack of technological acumen on the part of many parents, they lack the authority, at least in the eyes of their children, to regulate its use. Due to parents' anxiety or apprehension about the use of technology, they may be unwilling to

assert themselves in their children's technological lives. Because of their children's sense of superiority and lack of respect for parents' authority in these matters, children may be unwilling to listen to their parents' attempts to guide or limit their use of technology.

Third, computer and mobile technology have provided children with an independence in their communications with friends and others. Consider this. In previous generations, if children wanted to be in touch with a friend, they had to call them on the home phone which might be answered by a parent. Thus, parents had the opportunity to monitor and act as gatekeepers for their children's social lives.

Times have changed. New technology offers children independence from their parents' involvement in their social lives, with the use of mobile phones, instant messaging, and social networking sites. Of course, children see this technological divide between themselves and their parents as freedom from over-involvement and intrusion on the part of their parents in their lives. Parents, in turn, see it as a loss of connection to their children and an inability to maintain reasonable oversight, for the sake of safety and over-all health, of their children's lives. At the same time, perhaps a bit cynically, children's time-consuming immersion in technology may also mean that parents don't have to bother with entertaining their children, leaving them more time to themselves.

There is little doubt that technology is affecting family relationships on a day-to-day level. Children are instant messaging constantly, checking their social media, listening to music, surfing their favorite web sites, and watching television or movies. Because of the emergence of mobile technology, these practices are no longer limited to the home, but rather can occur in cars, at restaurants, in fact, anywhere there's a mobile phone signal.

It's not only the children who are responsible for the growing divide between parents and their offspring. Parents can be equally guilty of contributing to the distance that appears to be increasing in families. They are often wrapped up in their own technology, for example, talking on their mobile phones, checking email, or watching TV, when they could be talking to, playing with, or generally connecting with their children.

Interestingly, parents have attempted to counteract this growing divide not with actual face-to-face communication with their children, but by joining their children in cyberspace. A phenomenon that has caused considerable debate involves parents "friending" their children on Facebook (about 50 percent). Some parents use Facebook to keep track of their children's coming and goings. Other parents friend their children as a means of feeling closer to them. So what is their children's reaction to being "friends" with their parents? An informal survey I conducted of dozens of teenagers found that the dominant reaction can best be characterized as "EEEWWW!" Most children don't want their parents to be their "friends" or their friends, for that matter.

The fact is that family life has changed in the last generation quite apart from the rise of technology. The size of homes has grown by 50 percent, meaning family members can retreat to their own corners of the house, so there's less chance that parents and children will see each other. Because everyone is so busy with work, school, and extracurricular activities, there's less time for families to spend together. At technology to the mix and it only gets worse. It's gotten to the point where it seems like parents

and children are emailing and texting each other more than they're talking—even when they're at home together!

The ramifications of this distancing are profound. Less connection—the real kind—means that families aren't able to build relationships as strong as they could be nor are they able to maintain them as well. As a result, children will feel less familiarity, comfort, trust, security, and, most importantly, love from their parents. There is also less sharing which means that parents know less about what is going on in their children's lives and, consequently, have less ability to exert influence over them. Parents are also less able to not only offer appropriate supervision and guidance, but, at a more basic level, they are less able to model healthy behavior, share positive values, and send good messages to their children.

Text Retrieved from:

http://www.psychologytoday.com/blog/the-power-prime/201303/is-technology-creating- family-divide

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. How can mass media affect families?
3. Identify the types of support being used.
4. According to the article, how can parents control their children's intake of technology?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, discuss two reasons of why technology is creating a family 'divide'. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following quotes on family and media culture and correct the ***italicized*** grammatical mistakes.

- I hate the way they ***portraying*** us in the media. If you see a black family it says they're looting, if you see a white family it says they're ***look*** for food.- **Kanye West**
- While it has been hurtful to my family and me to read constantly in the media that I ***were*** under investigation, I am pleased that as expected my ***spend*** has been found to be in order.-**Peter Slipper**
- There is only one way to ***solving*** the alleged crisis of the erosion of 'family values.' And that is to ***getting*** right down to the root cause of the problem.-**Mike Royko**
- This country was ***found*** on a core set of family values. These values should not be ***discouraging*** and blatantly undermined by the airing of offensive material on broadcast television and radio. **Kenny Marchant**
- No matter what you've ***doing*** for yourself or for humanity, if you can't look back on having given love and attention to your own family, what have you really accomplished?-**Lee Iacocca**
- Spend some time this weekend on home improvement; ***improving*** your attitude toward your family.-**Bo Bennett**
- A woman can ***took*** care of the family. It takes a man to ***provided*** structure, to provide stability. **Tom DeLay**
- I'll never stop ***dream*** that one day we can be a real family, together, all of us laughing and ***talk***, loving and understanding, not looking at the past but only to the future.- **LaToya Jackson**

2. Once, you corrected the errors in the eight quotes listed above, describe the impact (positive or negative) of media on family.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures, and identify the type of media technology. State whether this media technology can bring together the family, or divide it.







2. Watch the following video, and discuss how the family is being portrayed by the media.
   http://www.youtube.com/watch?v=pfJ9UM6wUEQ

3. According to the following video, why is family dinner time important? Explain in a short paragraph.
   http://www.youtube.com/watch?v=TBpBYcz0btw

SUMMARY:

In this module we discussed media and family. Media is present in every family home. Almost every family owns a television set or a computer and dedicates long hours to these media tools. Media can also influence family roles and relationships among its members.

MODULE ELEVEN: SOCIAL MEDIA AND SOCIETY

Module Objectives:

In this module, you will learn to:

1. Understand the impact of social media on society through text analysis
2. Learn vocabulary words related to social media
3. Write a well developed essay on social networking
4. Identify grammatical mistakes in quotes related to social media
5. React to pictures related to social networking
6. Write analytical paragraphs of videos related to social media

As stated in module two, mass media has an impact on youth, culture and society. It was also stated that media impacts society through *social media*, *print media*, and *television*. This module will be focusing on the impact of mass media on society through **social media**.

What is Social Media?

According to the Merriam-Webster Dictionary (2010), social media is "*forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)*". Social media is also known as social networking. Some of these social networks involve Facebook, Twitter, and Myspace.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Impact of Social Media on Society

By Raymond Tay

Social media or "social networking" has almost become part of our daily lives and being tossed around over the past few years. It is like any other media such as newspaper, radio and television but it is far more than just about sharing information and ideas.

Social networking tools like Twitter, Facebook, Flickr and Blogs have facilitated creation and exchange of ideas so quickly and widely than the conventional media. The power of define and control a brand is shifting from corporations and institutions to individuals and communities. It is no longer on the 5Cs (e.g. condominium, credit cards and car) that Singaporeans once talked about. Today, it is about the brand new Cs: creativity, communication, connection, creation (of new ideas and products), community (of shared interests), collaboration and (changing the game of) competition.

In January 2010, InSites Consulting has conducted an online survey with 2,884 consumers from over 14 countries between the ages of 18 to 55 years old on social networking. More than 90% of participants know at least 1 social networking site and 72% of participants are members of at least 1 social networking site. On the average, people have about 195 friends and they log in twice a day to social networking sites. However, 55% of the users cannot access their social network websites at work. In the past, not many adults were able to make more than 500 friends, but with social media, even a child or teenager can get to know more than 500 people in a few days by just clicking the mouse. Social media has devalued the traditional definition of "friend" where it means trust, support, compatible values, etc. Although we get to know more people, we are not able to build strong bond with all the people whom we met as our available time is limited. Hence, there is an upcoming social trend of people with wider social circles, but weaker ties (people we don't know very well but who provide us with useful information and ideas).

Social media also influences people's buying behaviours. Digital Influence Group reported that 91% of the people say consumer reviews are the #1 aid to buying decisions and 87% trust a friend's recommendation over critic's review. It is thrice more likely to trust peer opinions over advertising for purchasing decisions. 1 word-of-mouth conversation has an impact of 200 TV ads…

Positive Effects of Social Media

Besides having opportunity to know a lot of people in a fast and easy way, social media also helped teenagers who have social or physical mobility restrictions to build and maintain relationships with their friends and families. Children who go overseas to study can still stay in meaningful contact with their parents. To a greater extend, there is anecdotal evidence of positive outcomes from these technologies.

In 2008, President-elected Obama won the election through the effective use of social media to reach millions of audience or voters. The Obama campaign had generated and distributed huge amount of contents and messages across email, SMS, social media platforms and their websites. Obama and his campaign team fully understood the fundamental social need that everyone shares - the need of being "who we are".
Therefore, the campaign sent the message as "Because It's about YOU" and chose the right form of media to connect with individuals, call for actions and create community for a social movement. They encouraged citizens to share their voices, hold discussion parties in houses and run their own campaign meetings. It truly changed the delivery of political message…

In 2010, after the earthquake happened in Haiti, many of the official communication lines were down. The rest of the world was not able to grasp the full picture of the situation there. To facilitate the sharing of information and make up for the lack of information, social media came in very handy to report the news about the affected area on what happened and what help was needed. Tweets from many people provided an impressive overview of the ongoing events from the earthquake. BBC covered the event by combining tweets from the work of its reporter Matthew Price in Port-au-Prince at the ground. Guardian's live blog also used social media together with the information from other news organisations to report about the rescue mission.

It has been two years since CNN officially launched iReport as a section of its website where people can upload video material, with contact information. During the Haiti crisis, CNN had published a range of social media material but not all the materials were verified. The editorial staff would vet the reports from the citizen journalists and labeled them differently compared to unverified contents. On Facebook, a group, named "Earthquake Haiti", was formed to show support and share updates and news. It had more than 14,000 members and some users even pleaded for assistance to the injured Haitians in the group. Using email, Twitter and social networking sites like Facebook, thousands of volunteers as part of Project Ushahidi were able to map reports sent by people from Haiti.

The most impressive part of the social media's impact on Haiti is the charity text- message donations that soared to over $10 million for the victims in Haiti. People interested in helping the victims are encouraged to text, tweet and publicize their

support using various social networking sites. The Global Philanthropy Group had also started a campaign to ask wealthy people and celebrities, like Ben Stiller and John Legend to use Twitter and Facebook to encourage others to give to UNICEF. An aid worker, Saundra Schimmelpfennig, allowed the advice from other aid workers and donors to post on her blog regarding to choosing which charitable organisations to support. In the meantime, donors were asking questions in Twitter, Facebook and blogs about their donations and endorsements of their favourite charities. After every crisis, the social media for social cause becomes a more effective medium to spread the word.

Negative Effects of Social Media

There are always two sides of every coin. Social media is just a tool or mean for people to use. It is still up to the users on how to use this tool (just like a knife, can help you to cut food or hurt others)… The negative effects presented by the respondents included time spent online robs time from important face-to-face relationships; the internet fosters mostly shallow relationships; the act of leveraging the internet to engage in social connection exposes private information; the internet allows people to silo themselves, limiting their exposure to new ideas; and the internet is being used to engender intolerance.

Some respondents also highlighted that there will be development of some new psychological and medical syndromes that will be "variations of depression caused by the lack of meaningful quality relationships", and a "new world society". The term, "Social Networking", has begun to deceive the users to believe they are social creatures. For instance, spending a couple of hours using Farmville and chatting with friends concurrently does not convert into social skills. People become dependent on the technology and forget how to socialise in face-to-face context. The online personality of a person might be totally different from his/her offline character, causing chaos when the two personalities meet. It is apparent in online dating when the couple gets together in face-to-face for the first time. Their written profiles do not clearly represent their real- life characters. It is more enticing for people to type something that others want to hear than saying the truth.

Besides the "friendship", creators of social networking sites and users redefine the term, "privacy" in the Internet as well. The challenge in data privacy is to share data while protecting personally identifiable information. Almost any information posted on social networking sites is permanent. Whenever someone posts pictures or videos on the web, it becomes viral. When the user deletes a video from his/her social network, someone might have kept it and then posted it onto other sites like YouTube already. People post photographs and video files on social networking sites without thinking and the files can reappear at the worst possible time...

Much news has been reported about online privacy breach in Facebook and Facebook is constantly revising their privacy policy and changing their privacy controls for the users. Interestingly, even when users delete their personal information and deactivate their Facebook account, Facebook will still keep that information and will continue to use it for data mining. A reporter asked whether the data will at least be anonymized. The Facebook representative declined to comment.

In the corporate world, human resource managers can access Facebook or MySpace to get to know about a candidate's true colours, especially when job seekers do not set their profiles to private. Research has found that almost half of employers have rejected a potential worker after finding incriminating material on their Facebook pages. Some employers have also checked the candidates' online details in Facebook pages to see if they are lying about their qualifications. Nowadays, younger generations have a complete disregard for their own privacy, opening doors to unwelcome predators or stalkers.

Article Source: http://EzineArticles.com/5378885

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. Define social networking and give some examples.
3. Identify the types of support being used.
4. How can people put social networking to good use?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify one positive and one negative aspect of social networking. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following quotes on social media and society, correct the ***italicized*** grammatical mistakes.

- “There will come a time when ***it’s*** isn't 'They're spying on me through my phone' anymore. Eventually, it will be 'My phone is ***spy*** on me'.” — Philip K. Dick
- “Social media has ***infect*** the world with a sickening virus called vanity.” — Kellie Elmore
- “Social media ***allow*** us to behave in ways that we are hardwired for in the first place - as humans. We can ***gotten*** frank recommendations from other humans instead of from faceless companies.” — Francois Gossieaux
- “Social media ***is*** addictive precisely because it gives us something which the real world lacks: it ***gave*** us immediacy, direction, a sense of clarity and value as an individual.” — David Amerland

- “Social media ***sparked*** a revelation that we, the people, have a voice, and through the democratization of content and ideas we can once again ***uniting*** around common passions, inspire movements, and ignite change.” — Brian Solis
- “Our social tools ***is*** not an improvement to modern society, they are a ***challenges*** to it.” — Clay Shirky
- “By ***bring*** together people who share interests, no matter their location or time zone, social media has the potential to ***transformed*** the workplace into an environment where learning is as natural as it is powerful.” — Marcia Conner

2. Once, you corrected the errors in the seven quotes listed above, state whether the use of social media is positive or negative in each sentence.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures, and identify the impact of social networking. State whether the impact is positive or negative.









2. Watch the following video, and discuss the impact of the social media revolution.

   http://www.youtube.com/watch?v=3SuNx0UrnEo

3. Watch the following video, and explain in a short paragraph the impact of social media on teenagers and how parents can help their children use social networking effectively.
   http://www.youtube.com/watch?v=u3aoVruEsNU

SUMMARY:

In this module we discussed society and social media. Social media has become an important aspect of our lives. It helps us communicate and stay in touch with our family and friends. Social media such as facebook keeps us posted about the lives of our peers.

MODULE TWELVE: PRINT MEDIA AND SOCIETY

Module Objectives:

In this module, you will learn to:

1. Understand the print media through text analysis
2. Learn vocabulary words related to print media
3. Write a well developed essay on the positive aspects of print media
4. Identify grammatical mistakes in quotes related to print media
5. React to pictures related to print media
6. Write analytical paragraphs of videos related to print media

As stated in module two, mass media has an impact on youth, culture and society. It was also stated that media impacts society through *social media*, *print media*, and *television*. This module will be focusing on the impact of mass media on society through **print media**.

What is Social Media?

Print media is the *"[t]he industry associated with the printing and distribution of news through newspapers and magazines"*(BusinessDictionary.com). This also includes advertisements on billboards, and stories such as in books. Although some might argue that print media is losing its popularity with the introduction of digital media, its remains very high.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Print Media Will Survive

William West | Thursday, 3 September 2009

Despite their ongoing problems and competition from online publications, printed newspapers and magazines still have a strong future.

Much has been said and written in recent times about the future of traditional print media. These days, some commentators seem to think that online publications will replace printed newspapers and magazines altogether.

Years ago, in the dark old days of 1994 when the internet was just getting started, I published one of the world's first online magazines -- *The Australian Observer*. Back then, the picture was different. While many people believed the internet was just a passing fad, yours truly insisted that it would eventually replace print publishing.

How times have changed. Although I still think the internet will become the major force in communications, I now believe that print media will not die, but will maintain an important role in publishing.

This is not to say that mass circulation daily newspapers will all survive. It is obvious that they are now the bloated, costly dinosaurs of the media world. Despite Rupert Murdoch's recent announcement that he intends to survive by charging for access to his content, the future for the big newspapers remains bleak. (While Murdoch might turn a profit selling premium content like that offered by the *Wall Street Journal*, the same cannot be said of his less-specialized publications.).

One of the big problems for newspapers is that they have lost their monopoly over certain services -- TV guides, sports results and classified advertising -- all of which are now offered (more efficiently) online.

At the same time, traditional print media are saddled with huge wage bills. Retrenchment is costly and takes time.

Despite all this, I am convinced print media will inevitably fight back. How? For a start, print has many natural advantages over computer-based publications. Consider the following:

Printed publications don't suffer from the technical headaches that plague portable electronic devices – they don't have limited battery life, they are not susceptible to reception black spots, and there is no need to wait for them to boot up before you can access their content.

Printed publications are highly portable and accessible – you can leave them on a coffee table, in the bathroom or take them on a long-distance train ride.

They lend themselves more easily to comfortable reading. Although some of us are happy viewing articles while sitting at a computer screen, many more people prefer relaxing with the printed page in a comfortable armchair.

Research indicates that most people retain much more information they take in from a printed page, than from a computer screen. It's not clear yet why this is so, but experts say that the difference in recall is nevertheless striking.

Even putting all of these advantages aside, print media have other, possibly more important, advantages. This is illustrated by the fact that, even in the online world, the most popular information websites are still operated by big newspapers. They include the *Washington Post, The New York Times, Time* magazine*, The Guardian, The Los Angeles Times* and so on.

The reason is not just that people are slow to break old habits, but that the quality of journalism produced by traditional print media is still well ahead of the combined might of all the bloggers that inhabit cyberspace. The bottom line is that before internet-based publications can overtake traditional print media, there will need to be a quantum leap in the quality of much online publishing (This does not apply to sites like Mercatornet, of course. Although any publication will have the odd glitch, Mercatornet is operated by experienced media professionals and this is reflected in the consistently high quality of its articles) .

So, what are the sins of internet-based news sites? For a start, there is the endless trail of spelling mistakes and poor grammar that litters the online world. Much of what appears online these days is so full of errors that many articles and the comments they inspire are close to unreadable. You get the impression that many online scribblers don't even give their ramblings a second viewing before they click the "publish" button.

By contrast, there is something about the permanent nature of print publications that urges writers to take more care with what they produce. The tradition in print-based publications of employing professional sub-editors to minimize errors also helps.

This aspect of print media forms part of a wider issue -- the need for clarity in written communications. The fact is that good communication is a great skill -- one that professional journalists, despite all their failures, have traditionally mastered. Most have been pushed and prodded from the very beginning to make themselves easily understood. An old mantra of newspaper editors is that if readers have to re-read a line or a sentence to grasp its meaning you have lost them.

Even those you would expect to excel in this area -- the so-called intellectuals who write online -- often fail. Instead of striving to make themselves easily understood, they often hide behind professional jargon in a foolish attempt to appear learned or profound. To anyone schooled in the art of communication, they simply display their ignorance of the most basic principles of good writing.

Finally, the worst failure of many websites is their cavalier disregard for balance. Young reporters in printed publications are trained to give both sides of a question. This does not seem to be the case for many bloggers. One eye seems to be all they need.

The fact is that online publishing seems to maximize the opportunity for biased, polemical writing. Printed publications have limited space and they don't tend to waste it on rednecks venting their spleen.

These, in my view, are the main reasons why printed publications are destined to survive and why we need them to survive. The ones that do will be those that consistently produce information that is easy to access, read and understand, and that give a balanced view of the real world in which we all have to live.

William West is a Sydney-based freelance journalist who has had wide experience in both print and online publications.

Text Retrieved From:

http://www.mercatornet.com/articles/view/print_media_will_survive#sthash.777cU5e7. dpuf

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. Define print media and give some examples.
3. Identify the types of support being used.
4. According to the article, why will print media survive digital media?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two positive aspects of print media. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

1. Read the following quotes on print media and society, correct the ***italicized*** grammatical mistakes.

- The most important service ***rendering*** by the press and the magazines is that of ***educate*** people to approach printed matter with distrust. - Samuel Butler
- There are only two forces that can ***carring*** light to all the corners of the globe... the sun in the heavens and the Associated Press down here. - Mark Twain
- The advertisements ***is*** the most truthful part of a newspaper. - Thomas Jefferson
- Early in life I had ***notice*** that no event is ever correctly reported in a newspaper.- George Orwell
- The man who ***read*** nothing at all is better educated than the man who ***read*** nothing, but newspapers. - Thomas Jefferson
- Were it left to me to ***decision*** whether we should have a government without newspapers or newspapers without a government, I should not ***hesitated*** for a moment to prefer the latter. - Thomas Jefferson
- There ***was*** a terrific disadvantage in not having the abrasive quality of the press applied to you daily. Even though we never like it, and even though we ***wished*** they didn't write it, and even though we disapprove, there isn't any doubt that we ***can*** not do the job at all in a free society without a very, very active press. John F. Kennedy
- ***Advertise*** is legalized lying. - H. G. Wells

2. Once, you corrected the errors in the eight quotes listed above, state whether the impact of print media is positive or negative in each sentence.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures, and identify the use of print media. State whether the use will be the same if print media (in the pictures) were to be converted into digital media.








2. Based on the following video, how can digital media impact print media?

   http://www.youtube.com/watch?v=pK4AVxbkYrA

3. Watch the following video, and define in a short paragraph the future of print. What helps news media survive? http://www.youtube.com/watch?v=X6SQfyEE9iA

SUMMARY:

In this module we discussed print media and its impact on society. Print media includes books, newspapers, and magazines which are used to deliver information to a mass audience. Unfortunately, print media is not as popular as it used to be because of the evolution of media technology.

MODULE THIRTEEN: TELEVISION AND SOCIETY

Module Objectives:

In this module, you will learn to:

1. Understand the negative effects of television through text analysis
2. Learn vocabulary words related to television media
3. Write a well developed essay on the negative aspects of television viewing
4. Identify grammatical mistakes in quotes related to television
5. React to pictures related to television media
6. Write analytical paragraphs of videos related to television media

As stated in module two, mass media has an impact on youth, culture and society. It was also stated that media impacts society through *social media*, *print media*, and *television*. This final module will be focusing on the impact of mass media on society through **television**.

What is Television?

By definition, television is "*a system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen…"* (Oxford Dictionaries, 2013). Today, it has a deeper meaning. Television is not only about conveying images, but norms, cultures, traditions, and more. Therefore, television changes individuals by transferring information and eventually influencing society.

READING COMPREHENSION

Read the following article, and answer the corresponding questions.

Negative Effects of Television

By Manali Oak

While merrily watching television, we seldom think that it may affect us negatively. We rarely think about the negative effects it can have on our mind and body. To look at the negative effects of television, read on.

Is television an important source of entertainment for you? Do you sit to watch television on reaching home from work? Do your children join you in watching daily soaps and reality shows? Then this is an alarming bell for you! Television, while it appears to be a stress buster, it actually adds to your mental stress. Television may seem to help you get rid of your tensions but it is rather adding a burden to your brain. Yes, television manifests its negative effects. It has a severely negative impact on the minds of the watchers.

Spending too much time watching television, consumes the precious time that can rather be spent in fruitful and healthy activities like exercise or reading. It also uses up the time that you can rather spend with your family and friends. Chatting with your near ones, spending time with your close ones is a better expenditure of time than in watching TV.

Children today watch television for long hours. Many a time, they spend their evenings watching their favorite programs on TV. At times they stay up late to watch films. This activity adds to their sedentary hours. The addiction to television deprives them of their time to play. Children should rather engage in physical activities during the evenings. They should go to the open spaces to play with friends or spend time reading some good

books. Moreover, watching television is detrimental to one's eyesight. These activities can help them live a healthier living.

Researchers claim that attention deficit disorders in children are a result of watching television for long hours every day. They say that watching television leads to developmental disorders, affecting that faculty of the brain which is responsible for language skills. Children who watch more television and read less, show difficulties in paying attention or concentrating. Children spending long hours in watching television are susceptible to being affected by attention deficit disorders.

Television is one of the effective media used to promote all kinds of products. Unsupervised television watching in children can lead to early exposure to things they may not understand or may misinterpret. Television advertisements may influence the children to resort to improper measures. Commercials about fast foods, cold drinks or other such products that are not good for the health, and are bound to leave an impact on children watching them. Attractively presented advertisements and film stories deeply impact young minds, thus influencing the thoughts and behavior of children.

People watching television, especially children and youngsters, start identifying with what is shown on TV. They relate to television shows and films to such an extent that they get bored of living a normal and simple life. They crave for fame and riches; they yearn for living the lives of their favorite TV characters. This may lead to dissatisfaction and frustration. As real life is the contrast of the life portrayed on TV, such TV addicts become hungry for power, money and status.

Studies in psychology have shown that watching intense emotions on television leaves a long-lasting impact on one's mind. Horror scenes, ghosts, frightful scenes that are featured on television have a negative impact on the minds of people watching them. Violence, murder, bloodshed and physical abuse that is shown on television impacts the thoughts and emotions of the spectators.

Television is one means of recreation but its excessive use is detrimental to one's physical and mental health. You need to strike a balance of everything in life.

Text Retrieved From:

http://www.buzzle.com/articles/negative-effects-of-television.html

Questions

1. Is the thesis statement implicitly or explicitly stated?
2. Identify some of the negative aspects of television as explained in the article.
3. Identify the types of support being used.
4. According to the article, what are some healthy alternatives to television?
5. Define the highlighted vocabulary words (in yellow) according to your comprehension of the text, and discuss the results with your peers.

ESSAY WRITING

Write an essay using the above article for your supporting evidence. In the essay, identify two negative aspects of television viewing. Your essay should be composed of an **outline**, an **introduction**, **two body paragraphs**, and a **conclusion**. Make sure to follow the essay format explained in *Module One*.

GRAMMAR

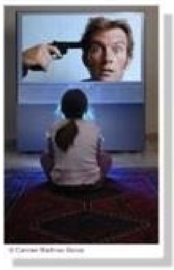
1. Read the following quotes on print media and society, correct the ***italicized*** grammatical mistakes.

- I think the thing we ***saw*** is that as people are using video games more, they tend to watch passive TV a bit less. And so ***use*** the PC for the Internet, playing video games, is starting to cut into the rather unbelievable amount of time people ***spending*** watching TV. - Bill Gates
- In California, they ***didn't*** throw their garbage away - they make it into TV shows. -Woody Allen
- Too much TV ***hurt*** movies. - Elvis Presley
- It wasn't so long ago that I was a ***work*** mom myself. And I know that sometimes, much as we all hate to admit it, it's just easier to park the kids in front of the TV for a few hours, so we can ***pays*** the bills or do the laundry or just have some peace and quiet for a change. - Michelle Obama
- Why would I ***retired***? Sit at home and watch TV? No thanks. I'd rather be out ***play***. -Paul McCartney
- Mobile is a lot ***close*** to TV than it is to desktop. - Mark Zuckerberg
- I've always been suspicious of TV, I've always ***find*** music and video to be an unhappy marriage. - Keith Richards
- You're not anyone in America unless ***you were*** on TV. - Nicole Kidman
- If everyone ***demanding*** peace instead of another television set, then there'd be peace. -John Lennon
- When you're young, you ***looked*** at television and think, there's a conspiracy. The networks have ***conspire*** to dumb us down. But when you get a little ***old***, you realize that's not true. The networks are in business to give people exactly what they want. -Steve Jobs

2. Once, you corrected the errors in the ten quotes listed above, state whether the impact of television is positive or negative in each sentence.

PICTURE AND VIDEO ANALYSIS

1. Look at the following pictures, and identify the impact of television. State how TV can influence society based on the following images.




2. Based on the following video, do reality TV shows have a negative effect on society?

   http://www.youtube.com/watch?v=E0jV6Wa19HA

3. Look at some examples of television media violence in the following video, and describe in a short paragraph the effect it can have on its audience. How can viewers protect themselves from these violent TV shows?

   http://www.youtube.com/watch?v=rITMq9F15FI

SUMMARY:

In this module we discussed television and its impact on society. Television has become one of the best means of entertainment. People can learn new things while being entertained at the same time. Television is fun, quick, and very practical. However, television is not always beneficial if it is not used properly or abused.